

Engineering standards need reform, IEE says

By Sue Reid
The standard of engineering courses at Britain's universities should be reformed, a new report released this week by the Institution of Electrical Engineers has claimed.
The report, an interim document prepared by an IEE working party which has spent a year examining the education and training requirements of engineers, also calls for a national accrediting system for checking the acceptability of engineering degrees.
It goes on to argue that consultation with employers on university curriculum structure is "virtually non-existent" and that thinking on whether engineering degree courses are vocational or general education is confused. The general pattern of engineering education in Britain is blamed for the low status of courses.
Entry standards to engineering degree courses should be a matter of concern to the IEE, the report says. "There is no evidence that lower entry standards permitted in the past decade have encouraged more school leavers to enter engineering courses."
"There is a need for reform of the standard of engineering education courses. Consultation with the user (the employer) is virtually non-existent."
The working party says that one way of raising the educational standard of the initial qualifying degree would be to support the

current proposal to extend engineering undergraduate courses to four years. A more appropriate curriculum could then be worked out between industry and higher education.
Examination procedures should be thoroughly investigated to obtain procedures which properly reflected on engineering student's abilities. Continuing education was now a necessary part of the professional engineer's qualification to practise or teach.
The report argues for the establishment of a national accrediting system for checking the acceptability of engineering degrees. To enhance the profession relevant degree courses should be encouraged and tests of professional competence should also be considered seriously.
A blueprint of broad recommendations has been put forward by the working party, headed by Mr J. H. Merrison, senior director of the Post Office Telecommunications headquarters. These state that: "Extended degree courses in electrical engineering should be encouraged. This seems to be the most significant single factor in enhancing the credibility and acceptability of potential professional engineers to society."
The development of these extended degree courses should be undertaken by continuing active discussions with potential employers.

Guidelines on access to files proposed

By Judith Judd
A code of guidelines to give university lecturers better access to files about themselves will be proposed at the Association of University Teachers' Council next week.
The code has been drawn up by the AUT executive in the wake of a protest about Exeter University where students discovered a list of "anti-establishment" lecturers during an occupation.
It says that assessments of individuals should be kept confidential if the information is given on that basis but any critical remarks about a lecturer should not be kept on file and the person supplying the information should be told this.
Critical comments made about lecturers by someone within their institution should also be drawn to their attention. An independent assessor should look at a random selection of files once a year.
On references, the code says that anyone who feels he cannot give a helpful reference should tell the person concerned.
The bulk of the discussion at the three-day council met at Heriot-Watt University in Edinburgh will be about pay and 65 of the 160 resolutions are about this topic.
A call for lecturers to withhold examination results in support of their pay claim will be resisted by the executive who will continue to press for political action.
The executive will also oppose mandatory ballots of local associations over militant action, while agreeing that ballot-stay summits are appropriate.
Royal Holloway College, London, has tabled a motion demanding that an adequate notice should be given of right to young people remaining in full-time education after the minimum school-leaving age, especially women and working-class young people. The Open University will call for an abolition of all student fees including fees charged by itself.

£300,000 budget gives boost to adult literacy campaign

By Maggie Richards
A new lease of life has been given to the Adult Literacy Resource Agency which is to become a new national focal point for the literacy campaign, with a budget of £300,000 a year.
Its future role was outlined on Monday in the House of Commons by Mrs Williams, Secretary of State for Education and Science.
From next March it will become the Adult Literacy Unit, acting as an advisory and consultancy service to local education authorities and voluntary organizations. It will aim to promote good standards in the field of literacy education, to assist with training, and to produce literacy materials.
Another major function will be to channel funds to voluntary organizations. But in her announcement Mrs Williams made it plain that they would normally be expected to look to local sources for financial support in the future.
A third role will be to coordinate special projects aimed at helping local authorities improve their literacy services.
Two-thirds of the £300,000 will be allocated to funding voluntary organizations and Community special projects. Originally, a report to the Secretary of State on the future of the agency, Alan recommended that it should receive a £100,000 a year grant to continue acting as a central focus for the literacy.

Following the report Mrs Williams announced that she would consider prolonging the agency's life. At the same time she commissioned the new Advisory Council for the Adult Literacy Unit to produce a long-term strategy for the development of basic education for adults.
The new unit is to function for two years and will be an agency of the National Institute of Adult Education.

MPs repeat no drop in income claim



Mr Edward du Cann—Public Accounts Committee stands firm

By Judith Judd
The Public Accounts Committee of the House of Commons this week confirmed its controversial claim that the universities' income has not fallen during the last five years. The claim is still split on the fundamental issue of how much local government control there should be over polytechnics and colleges.
Mr Edward du Cann, chairman of the committee, said that further investigation appeared to support the view of a witness from the University Grants Committee on whose behalf the claim was made.
In a letter to Mr Laurie Spiller, general secretary of the Association of University Teachers, Mr du Cann says that the committee's claim is not a 5 per cent reduction in the income of the universities but a 10 per cent increase over the period 1971-72 to 1976-77. It also reminded Mr du Cann that the IGC witness who gave the controversial evidence said he was speaking from memory.
The letter said that universities' income rose from £254.4m and £581.1m respectively. The figures for fees were £21.6m and £58.1m.
It argued that since the Brown Index, which measures increases in university costs, increased by 114 per cent between July 1971 and January 1977 total university income for 1976-77 could be reduced to July 1971 prices and a comparison made on a constant price basis. From this the 5 per cent reduction in unit costs could be deduced.
In his reply, Mr du Cann says that the AUT has got its figures wrong. Though it has compared fees over a five-year period, it has used the changes in price levels in the Brown Index over a five-and-a-half year period from July 1971 to January 1977.
"Further, the figure of £275.8m which you show as the universities' income for 1976-77 is not correct. It is, I understand, the total unit cost for that year inclusive of supplementary price and fee increases during the year. It would, therefore, be more appropriate to refer to the 1971-72 unit cost of £275.8m to be related to unit prices which are based on 1971 prices." Mr du Cann said.
The index then stood at 144.9 and this is substituted for the figure of 100 in the AUT calculation the unit cost for 1976-77 came to 99.7 per cent of that for 1971-72. A figure which backs up the AUT evidence.
In a written reply last week Mr du Cann, the Minister of State for Education, said the universities' average income from recurrent local authority fees and on the other hand, it would not be in the same time, an impossible situation.

AUT head urges productivity deal

Academics should receive a productivity deal like many workers in the private sector, Dr Cecil Wells, president of the Association of University Teachers said yesterday.
In his opening address to the AUT conference at Heriot-Watt University, Edinburgh, Dr Wells said "If productivity increases are an acceptable justification for pay rises in the private sector, why not for us with our increase in student numbers without the appropriate increases in staff?"
There were many examples in the private sector of settlements exceeding 10 per cent, often as the result of spurious productivity

deals. The AUT was not asking the Government to break the 12-month rule in its claim of 32 per cent for the righting of the anomaly and its annual pay increase. There were examples of others, from lay drivers to clerks, who had received settlements between 30 and 50 per cent.
University teachers would need to put in a claim as high as that of the miners to cover losses incurred in phase one and phase two of the pay policy. They had all lost the price of a new car since 1975 when the arbitration board brought them in line with luxury education teachers who were not paid, he said.

The average professor had lost £4,338, those at the top of the senior lecturer scale £2,852, those at the top of the lecturer scale £2,208 and those at the other end of the lecturer scale around £1,356.
Dr Wells emphasized, however, that the AUT claim of 32 per cent only covered losses incurred before the introduction of the pay policy. The Government must tell the AUT what timetable is planned for the righting of the anomaly. "If everything goes 10 per cent this year and all gets a per cent in subsequent years then our anomaly will never be removed."

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CBI to discuss use of money paid to student union funds

Action over payment of student union fees for thousands of students sponsored by industry was considered by the Confederation of British Industry this week. Its education and training committee was due to discuss it at its quarterly meeting on Wednesday.
Employers have become concerned since the announcement last month that the Public Accounts Committee is to investigate the question of the accountability of student unions. Their chief worry is over the destination of the money which goes into union funds.
The National Union of Students, which last week warned unions about spending funds on political causes, is also worried about this.
The CBI committee was asked this week to give guidance to employers about the payment of fees.
Mr Peter Ashby, deputy president of the NUS, said that his union would be raising the issue of fees at a meeting with the CBI on Monday.

They would be discussing how the money was spent.
It is not clear how many students have their union fees paid by employers, but according to a parliamentary answer last month there are 5,700 science students under industrial sponsorship on further education sandwich courses and 21,500 on engineering and technology courses. The figures for day release are 18,600 and 307,000 respectively.
Not all of these, however, have their union fees paid by employers. Many further education colleges find it impossible to collect fees from day release students. The amount due from such students is often as low as 50p and rarely more than £2.
The NUS wants to sort out the current confusion over student union fees. Mr Ashby said that under proposals put to the Government by the NUS, all union fees would be paid automatically by the Government.

University income 'has declined' in last five years
The Government this week issued figures which invalidate the Public Accounts Committee's controversial claim that the universities' income has not declined in the past five years of economic recession in Britain.
In a written reply to Dr Keith Hanson, a Conservative spokesman on education, Mr Oakes, the Minister of State overseeing Higher Education said that the universities' average income from recurrent local authority fees and unit costs fell at 1976-77 over 1971-72 by about 5 per cent.
A call for lecturers to withhold examination results in support of their pay claim will be resisted by the executive who will continue to press for political action.
The executive will also oppose mandatory ballots of local associations over militant action, while agreeing that ballot-stay summits are appropriate.
Royal Holloway College, London, has tabled a motion demanding that an adequate notice should be given of right to young people remaining in full-time education after the minimum school-leaving age, especially women and working-class young people. The Open University will call for an abolition of all student fees including fees charged by itself.

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The four councils certain to be affected are the Science Research Council, the Medical Research Council, the Agricultural Research Council and the Natural Environment Research Council.

SSRC foregoes share of £4m science handout

The Social Science Research Council has not asked for a share of the extra £4m for science research announced by Mrs Williams, the Secretary of State for Education and Science, in October.
The Advisory Body for the Research Councils, which recommends how money is to be divided between the five research agencies, is expected to finalize its recommendations of the £4m handout today.
The bulk of the money will go to the Science Research Council, because Mr Derek Robinson, its chairman, decided not to ask for any. It is the only research council which will not get anything.
He commented this week "After listening to the cases advanced by the other research councils I concluded that although we had projects we could have used the money for, the others had such powerful cases that I decided to forego making a bid. Their bids represent more than £4m, but they are for things which will be of great benefit to the whole scientific community."
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Council joins Brunel staff poly dispute

The Central Council for Education and Training in Social Work has stepped into the long-running dispute at Middlesex Polytechnic over staffing levels on its three social work courses.
Mr Reg Wright, assistant director of the CCTSW, has written to the polytechnic expressing "serious concern" about the courses which this year have lost more than five lecturers who have not been replaced.
Su Mr, the polytechnic has no firm plans to appoint new staff, despite requests from both the social work faculty board and the resources sub-committee of the academic board. Mr Alf Holt, dean of the social science faculty board, said this week that the polytechnic was extremely short of money for staff appointments.
Staff: student ratios in Middlesex's social work courses for second, first and third years are 1:10, 1:12 and 1:14 respectively. On the diploma in social work it is 1:13, on the social science degree it is 1:14 and on the social work certificate course it is 1:7.

Brunel staff stop teaching

Staff at Brunel University have suspended all undergraduate teaching following a series of occupations by students protesting about the differential fees paid by home and overseas students.
Students occupied the council chamber a fortnight ago, but eventually it was solved with a possession order last week. Since then they have carried out "wild" occupations in different parts of the campus.
Mr S. L. Bragg, the vice-chancellor, said this week that teaching would not resume until the disruption had ended. He said that the university sympathized with the plight of self-financing students and had allocated £44,000 for helping them.
He added: "Although the staff are unanimous in disapproving of this kind of disruption, they are very definitely sympathetic towards the students and they are keen to resolve the situation. But in a properly way to settle the disruption of resources."



Dr A. H. Halsey, director of the department of social and administrative studies at Oxford University, has been given a personal chair in social and administrative studies, the first of its kind to be created at the university.

NEXT WEEK

The ancient Scots universities: Aberdeen.
David Walker interviews Robin Blackburn.
Educational potential of local radio.
Recurrent education in Australia.

AMA 'would accept poly body'

The Association of Metropolitan Authorities today announced that it would accept the creation of a national body to control and finance polytechnics and colleges. This is the first public statement by any participant in the Oakes committee which is reviewing the management of public sector higher education.
The AMA, which represents 77 local councils, including the former London County Council, was first approached the plan and presented an alternative scheme of local authority recoupment payments to finance colleges.
But today's statement confirms the details of disclosures in The Times in October that the association was forced to back down after coming under pressure from its partners in the Association of County Councils and the Department of Education and Science.
The AMA's statement, which will be presented to a meeting of the full association next week, gives the text of remarks made on its behalf to the Oakes Committee by Sir Ashley Bramall, leader of the former London County Council, and Chairman of the Council of Local Education Authorities.
In the remarks, Sir Ashley told the committee that he recognized there was no realistic prospect of securing a majority of members in

favour of the recoupment scheme. The AMA would therefore be willing to accept the alternative plan that most of the money for polytechnics should be distributed through a national council, with a small direct contribution from local authorities.
But Sir Ashley added that the AMA had two objections to the scheme. The first was that it would be a form of specific grant because it would require a 50 per cent local authority money, and must reduce the freedom of education to deploy their resources as they think best.
The second was that the direct contribution by maintaining a national council would result in a sudden increase in unit costs, which would be imposed on a few individuals, and would be unlikely enough to be accepted from a particular set of circumstances.
To prevent this, Sir Ashley said, the maximum unit cost of local authority polytechnics would be 15 per cent, which would be met when the income was just below the limit. On the one hand, it would be a real financial burden on the other, it would not be in the same time, an impossible situation.

Oakes still split on local control of polytechnics

By Peter David
Only days before its final meeting the Oakes committee on the management of higher education in the public sector is still split on the fundamental issue of how much local government control there should be over polytechnics and colleges.
Mr Edward du Cann, chairman of the committee, said that further investigation appeared to support the view of a witness from the University Grants Committee on whose behalf the claim was made.
In a letter to Mr Laurie Spiller, general secretary of the Association of University Teachers, Mr du Cann says that the committee's claim is not a 5 per cent reduction in the income of the universities but a 10 per cent increase over the period 1971-72 to 1976-77. It also reminded Mr du Cann that the IGC witness who gave the controversial evidence said he was speaking from memory.
The letter said that universities' income rose from £254.4m and £581.1m respectively. The figures for fees were £21.6m and £58.1m.
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Polys forced to comply on overseas levels

By Sue Reid
Polytechnics will be forced to fall in line with the Government's restriction on overseas student numbers next year because of the level of Rate Support Grant settlements to local authorities.
The RSG, announced last month, has been agreed on the basis that foreign student totals in local authority-run polytechnics and colleges are reduced to the 1975-76 level. The numbers in higher and further education overall now stand at 80,000, 5,000 more than two years ago.
A letter from the Association of Metropolitan Authorities warns local authorities that if they do not seek to structure RSG settlements on the basis that overseas student numbers should be kept to 1975-76 levels, the letter claims. A similar warning has been issued to the county authorities by the Association of County Councils.
But local authorities are now saying they will not stand the cost of financing extra foreign students exceeding the Government guidelines, which were issued in a Department of Education and Science circular in August. One local authority spokesman said: "We have told our polytechnics that we will lose RSG because of this Government assumption and the college has taken on more students than we could not approve their estimates."
The 3B polytechnics now face substantial cutbacks in foreign student numbers.

Legal challenge to 'employer' status

The status of national agreements between polytechnic and college lecturers' conditions of service is likely to be seriously challenged as the result of a legal opinion expected in the next few weeks. The ruling has been asked of the National Council for the Association of County Councils.
It is expected to say that the Council of Local Education Authorities, which has negotiated a range of conditions of service agreements with lecturers and as an employers' legally constituted under the terms of the Employment Protection Act.
The decision is bound to have serious implications for the bargaining structure of collective agreements between teachers and their employers. It will mean that agreements reached nationally between the CLEA and the National Association of Teachers in Further and Higher Education will not be locally enforceable under the Act.
For lecturers in the public sector, the most important national agreement was the one negotiated in 1976 on hours of work. But there have been more recent negotiations on issues including grievances and collective dispute procedures, maternity leave and staff off for trade union work. The NATEHE and the CLEA have begun codifying the various agreements to a single document which would constitute a national agreement on all aspects of lecturers' conditions of service.
The status of all these agreements will be thrown into question, however, if the legal opinion is that neither the CLEA nor its parent bodies, the Association of County Councils and the Association of Metropolitan Authorities, are proper employers' organizations.
Schedule 11 of the Employment Protection Act enables unions to claim that "recognized" conditions

Legal challenge to 'employer' status

of service agreed between employers' associations and trade unions should be enforced locally. A ruling that the local authority organizations are not employers' organizations would prohibit use of this procedure.
Unions would then have to resort to another part of the legislation enabling them to argue that local branches should enjoy the "general level" of conditions of service offered to comparable employees by comparable employers. But this would be a more clumsy procedure raising difficult questions of definition.
Mr Peter Colos, deputy education officer of the ACC, said this week that he doubted whether an adverse ruling would affect the 1975 agreement on lecturers' hours, which had already been used as a model by a variety of local education authorities.

Aston confirms swing towards engineering

By Simon Mitlegley

A significant swing towards the study of engineering subjects and away from the arts, sciences and social sciences in British universities is confirmed by figures released last week by the University of Aston in Birmingham.

Aston, the country's biggest technological university, has revealed that its applications for 1977-78 have risen by 40 per cent over the previous year. And 45 per cent of applicants favour disciplines such as civil, mechanical, chemical and electrical engineering.

The university has recorded a heavy concentration of first choice applications for "hard" engineering subjects.

Another noticeable change in study patterns is an increase in numbers choosing management and administration courses. These figures follow the recent publication in the *Financial Times* of a table showing the employment pattern of graduates from each university.

Aston has fewer unemployed graduates than any other British university.

Aston also recruits a large intake in the number of women wishing to study in what is predominantly an engineering establishment. Female admissions are 47 per cent above 1976-77 figures, as against a corresponding rise of 37 per cent for male students.

These intake figures appear to confirm the view that there is a nationwide trend towards engineering subjects which can be related to the demands of industry and job prospects.

Mr David Cross, Aston's careers and appointments officer, believes the exceptional high level of unemployment is acting as a powerful catalyst in course selection.

"The demand from industry for engineering graduates continues to exceed the numbers available. The demand for electronic and production engineers is particularly high", he said.

"I believe that universities offering sandwich courses specializing in integrated, industry-related training have the advantage when it comes to graduate placement. In contrast, arts degrees no longer appear to be good, hard currency."

Mr Cross is unmoved by the suggestion that Aston University, with its emphasis on first degree, four-year engineering sandwich courses, might automatically be expected to flourish in Birmingham, the heart of Britain's automotive industry.

He points to Aston's greatly increased intake during a period when higher education has been subjected to the most swinging public expenditure cutbacks ever.

Cool reception for proposed adult literacy unit

By Maggie Richards

Plans for the creation of a new national adult literacy unit have met with a cool reception from two major organizations in the field.

The establishment of the new unit announced last week by Mrs Williams, Secretary of State for Education and Science, has been welcomed, but concern has been expressed about its lifespan and responsibilities.

From last March, when the present Adult Literacy Resource Agency is wound up, the new unit will take over coordination of the literacy campaign with a budget of £300,000 a year.

About £100,000 will be spent on providing a continuing national focus for adult literacy. The remainder will be shared between voluntary organizations.

In her announcement Mrs Williams made it clear that voluntary organizations would normally be expected to look to local sources for their revenue. She also decreed that the new unit would have a life of only two years, ending on March 31, 1980.

Criticism of this aspect comes from the British Association of Settlements, which was instrumental in initiating the drive for a national literacy campaign in 1974.

Describing the two year lifespan as "unreasonable" the BAS states: "Not only will such a short period deprive experienced practitioners

from leaving established posts to work for the unit, but it will also be very difficult to conceive, prepare, launch and evaluate projects in such a short time."

The group also warns that voluntary literacy schemes may suffer badly from the proposals. It criticizes Mrs Williams' statement that they should look to local sources of finance for support.

Concern about the fate of the voluntary agencies has also been expressed by the National Federation of Voluntary Literacy Schemes.

If the bulk of the £200,000 allocated for voluntary organizations and special projects was awarded to the voluntary sector it would be sufficient to maintain existing schemes, according to the federation's chairman Mr Alan Tucker.

But if most of the money was reserved for special projects, the result for the voluntary sector would be "catastrophic".

The federation is now seeking discussions with representatives of the Department of Education, the National Institute of Adult Education and the Adult Literacy Resource Agency about allocation of money to the voluntary sector.

Mrs Williams has already commissioned the new Advisory Council for Adult and Continuing Education to produce a long-term strategy for the development of basic education for adults.

DES 'damaging college work'

The Department of Education and Science was criticized this week for damaging the work of further education colleges by allowing polytechnics to take a share of resources and some further education work.

Dr A. G. Pease, president of the Association of Principals of Colleges, told a press reception on Monday: "The polytechnics themselves are the plume of the further education pyramid and we rejoice in their successes. However, while believing in the need for the conservation of resources through rationalization of provision, we believe passionately that the area of need which they have established and to which they have given thought and time.

"To see these developments then transferred to a polytechnic which has had neither the initiative nor the expertise in that particular field, whether it wants them or not is to destroy the very life-force which generated the further education service from the night schools of the 1930s.

"The polytechnics had also been able to capture the biggest share of resources, Dr Pease said. "Their

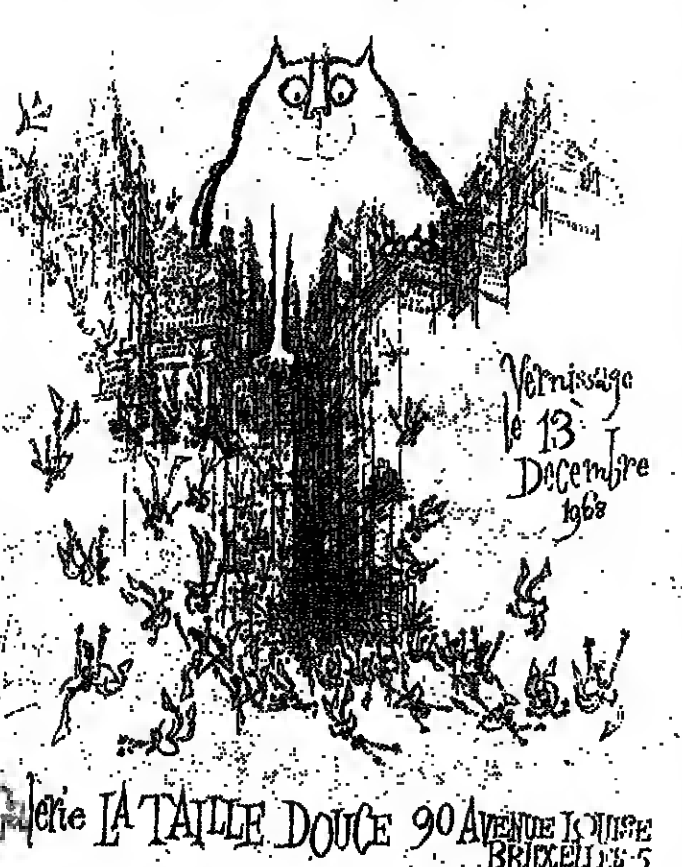
very successes have undoubtedly contributed to the provision of far less than adequate resources to other colleges often, but by no means entirely, devoted to other advanced and thus less prestigious work, often even more vital in the country's economy and industrial well-being."

Dr Pease blamed the DES for creating unnecessary divisions within the further education sector, welcome embracing of the former colleges of education into further education led, regrettably, to the retrograde step of inventing a new agency group called higher education.

The work of the colleges had been seriously hampered, he said, by the lack of money available from the DES. At the same time, the retrograde step of inventing a new agency group called higher education.

The call for a unified approach to the entire further education sector is repeated in the APC's submission, made public this week, to the Oakes committee on the management of public sector higher

Exposition Ronald Searle



Brighton Museum's education section is staging an exhibition of posters from the collection of Baron van Lyndon. The collection includes more than 100 posters designed by artists including Picasso, Miró, Dalí, Hockney and Pollock. This one by Ronald Searle, promoted his exhibition at the Galerie La Taille Douce, 90 Avenue Louise, Brussels, in 1968.

Fircroft still stuck on trade union courses

By Peter Davlin

A crucial event for the future of Fircroft College at Birmingham took place this week when the new college governors met for the first time on Wednesday. Representatives from the Department of Education and Science and the Trades Union Congress also attended the meeting.

They were deliberating on the future role of the college, closed two years ago after student unrest. A DES inquiry report later recommended that the principal and four tutors should be dismissed. The trustees asked the tutors but remained the principal, Mr Tony Corfield, as warden.

The move stumbling block for the new governors appears to be the possible domination of the curriculum by trade union studies.

The DES has proposed a one-year residential course at Fircroft, based on the previous liberal studies course. But it also wants to introduce a day release course for shop stewards and a sandwich course spread over two years.

The DES, which provides more than 80 per cent of the college's funding, expressed concern about the proposals at a meeting last month. A DES official emphasized that the college should not be seen merely as a face-saving addition to trade union studies.

This is also the policy being adopted by the Old Fircrofters Guild, which is concerned that the college should offer courses which appeal to a wide range of people, and not just to trade unionists.

'Give polytechnics more independence'

More independence for polytechnics and a formal link with the university sector have been called for by Middlesex Polytechnic and a member of the Oakes committee reviewing the management of higher education in the public sector.

Speaking at a meeting in London of the Association of Vice-Principals in Technical Institutions, Dr Rickett said: "Irrespective of the possible of the Oakes committee, higher education needs national needs, it therefore requires purposes both within the higher education sector and across the binary line.

"It is therefore necessary to create a national body to deal with public sector higher education which, amongst other things, operates a rational system of finance."

To cope with the problems of growth and diversification, Dr Rickett said polytechnics would have to acquire more institutional autonomy. "This means that governing bodies and academic boards will have to be given a great deal more responsibility and a much clearer definition of role."

Dr Rickett produced figures collected by the Committee of Directors of Polytechnics to point out the extent to which polytechnics had provided virtually all higher education outside the university sector.

Lecturers have to teach more students

By Judith Judd

Individual lecturers are teaching more students, according to figures released by the Universities Grants Committee.

In 1975 there were 31,381 staff in universities, an increase of 0.1 per cent on the previous year. This was very much smaller than the increase for seven previous years which all exceeded 2 per cent. Over the same period the number of students in universities rose steadily. The average annual percentage increase in the total number between 1970 and 1975 was 2.8 per cent. In 1975 the number of full-time students went up from 220,353 to 261,258.

In most subjects the number of undergraduates went up, though there was a slight decrease in engineering, mathematics and physics.

Students reading arts subjects rose by 6.8 per cent and those reading science by 2.2 per cent. The percentage reading science has gone down from 55.8 per cent to 52.6 per cent since 1971.

The rate of increase of the number of women students between 1970 and 1975 was almost double that of the student body as a whole. In 1975 they represented one in three of all students, though only one in four of all postgraduates.

Promotion prospects for women in higher education are poor. Of a total of 3,409 professors in England and Wales only 76 are women and there are only 410 women among the 6,159 readers and senior lecturers.

Statistics of Education Volume 6 1975 Universities, available from HMSO price £8.75.

Bureau urges national policy for the handicapped

By Patricia Santinelli

A new policy to improve opportunities for handicapped students is put forward last week at Westminster by the National Bureau for Handicapped Students.

The bureau wants the Government to agree to a national policy on post school education and training for handicapped people. It feels without a clearly stated commitment on the part of national and local government their education and subsequent employment prospects will continue to suffer.

Commenting on the statement Mr Donis Coe, founder member and chairman of the NBHS said: "We commend this statement to our colleagues in education and to all those in central and local government and the voluntary bodies who want to widen post school educational opportunities for young people."

He said many improvements had taken place but much still needed to be done. He believed that this policy statement would give a modest lead.

"One of the bureau's major recommendations is for a substantial improvement in grants to ensure that students are not suffering financial hardship or prevented from taking up post-school education or training."

It urges a review of both the internal and national examination policy as well as research to produce standardized procedures and to ensure coordination of various bodies to ensure that education and training can be as effective as possible in helping handicapped people to obtain suitable employment.

Scots put pay case to seven MPs

Scottish academics have put their case for more pay to seven members of Parliament representing Edinburgh and Lothian constituencies.

Three meetings between the academics and the MPs have been held during the past three weeks on the invitation of Sir Hugh Russett, principal of Edinburgh University.

Professor George Burnett, principal of Heriot-Watt University, said the MPs have promised to raise the matter by Parliament and in the House of Commons. But the AUT gained the impression that it would be difficult for the Government to urge university teachers on a special case.

FE lecturers to claim almost 20 per cent rise

By Maggie Richards

A pay claim for salary increases of about 19.5 per cent is to be lodged on behalf of further education lecturers by the National Association of Teachers in Further and Higher Education to the Human Resources Committee.

The NATFHE, which represents 20,000 lecturers, is also seeking a number of structural changes in pay arrangements.

A special meeting of the association's national council decided to go ahead with the claim, which will seek ultimate restoration of the value of salaries established in 1975, following the report of the Houghton committee on teachers' pay.

The NATFHE says the claim represents an increase of 10 per cent in compensation for the rise in the cost of living between April 1977 and April 1978, and an increase of 9.5 per cent to take account of 52 per cent lost between 1975 and 1977.

As a first step towards the merger of the Lecturer 1 and Lecturer 2 scales the association is pressing for an arrangement to promote staff on the maximum L1 scale automatically to L2.

It also wants to eliminate distinctions between certain kinds of work, which have been used to determine salaries. The association proposes the merger of Category 2 with Category 3 work, and of Category 4 with Category 5 work. There is also a demand for more senior posts in departments involved essentially with non-advanced further education work.

For particular lecturers the association is calling for the implementation of national part-time rates, which have been agreed in principle. Events of recent years have shown beyond doubt the inadequacy of a regional system, it says.

It also wants an agreement on salary arrangements for college librarians and research staff. Nationally agreed scales based on points within the first two lecturer scales should be introduced for research staff, it argues.

Ignore overseas quotas CVCP tells universities

By Judith Judd

Universities have been advised to ignore the Government's new arrangements for restricting the number of overseas students. In its latest newsletter the Committee of Vice-Chancellors and Principals says that the arrangements are unworkable and tells universities to stick to their present non-discriminatory practices.

The newsletter says university admissions procedures cannot be applied with the degree of precision implied in the arrangements. "The fundamental reservation which universities have about a quota system is likely to be dispelled by the measure of protection which the approved arrangements confer."

They were devised because of the conflict between the Race Relations Act 1976 and the Government's wish to reduce the number of overseas students in 1978 to 1975/76 levels. To protect universities from prosecution under the Act for establishing a quota for overseas students, the Government approved special arrangements.

The CVCP newsletter points out that if a university exceeds the approved number of students by only one, the arrangements do not have the Secretary of State's approval and the university will have operated a quota system in breach of the law.

At present universities do not have quotas of students and allow open competition for places where they do impose a limit. The proportion of overseas students in British universities has gone up by 12 per cent in the past six years and now stands at 15,000. In 1975-76 there were 13,500.

The universities' opposition to quotas will not necessarily mean big increases in the number of overseas students admitted.

The CVCP expects competition for home students to become keen in the next few years and much will depend on how far the University Grants Committee's allocation of funds takes into account the universities' policy.

Government told to encourage computer learning at home

The Government should seriously consider funding computer-assisted and computer-managed learning for home based distance teaching in the next stage of CAL development in the 1980s, Mr Richard Hooper advocates in his final report as director of the National Development Programme in Computer Assisted Learning.

"Given that the present interest in continuing education for adults grows rather than falls and given the likelihood of widespread adoption of home terminals, probably on the lines of the Post Office Viewdata to develop CAL and CML for this purpose exist", he says.

Government funding of a merit award in the computer hardware industry to prevent a loss of momentum of both computer software and hardware as they begin to be commercially viable in the 1980s is also foreseen.

The Government and in particular the DES should also give overall responsibility for funding computer assisted learning in universities to the Computer Board.

In addition the DES should urgently review the provision of educational computing facilities in England and adopt a more coordinated approach on the lines



The Queen Mother, as chancellor of the University of London, after formally opening the new multi-million pound home of the Institute of Education last week. On the left is Mr William Taylor, the institute's director.

Public sector colleges form pressure group for debate

By Simon Mitlegley

A pressure group has been formed to represent the 60 colleges and institutes in the national debate on the future management and control of public sector higher education.

Principals and directors of colleges or institutes, which have not been in the process of developing significant and varied involvement in the national provision of advanced education, have established the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education.

It will be a forum for discussion and action on matters of common concern and will further the common interests of the institutions which the membership is drawn.

Although only formally established at a meeting in London this month, earlier this year several preparatory meetings were held and in June a steering committee was created to submit evidence to the Oakes committee, currently reviewing the management and control of higher education in the public sector.

One specific aim of the conference is to ensure that if a national body is established to control higher education in the public sector the colleges and institutes are fully represented.

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Oxford separates itself from city colleges

Oxford University this week took the final step to separate itself from the city's colleges of education. On Tuesday Congregation agreed to a statute which abolishes the delegation for educational studies and replaces it by a committee for educational studies and a board of studies in education.

The new arrangements will take effect from the start of the next academic year. The delegation had about 40 members, including college principals, senior officers and teacher representatives. It developed at the time when the university was not acquiring validating functions in the colleges.

The new committee will be much smaller and will draw its membership entirely from the university. It will have six elected members from the department of educational studies.

The committee will admit students and recommend people for higher degrees. In other words, it will have most of the powers of a faculty board.

Dr Henry Judge, director of the department of educational studies, said this week: "We feel it is time to give education a role in the university which is not one of autonomy. We are not saying it needs to be a separate faculty."

Dr Judge said that Tuesday's statute was the result of years of negotiations in educational studies in Oxford. They include the requirement that everybody on the postgraduate certificate of education courses should be a member of a faculty. The establishment of an MSc in educational studies as a university qualification and the increasing involvement of Dr Judge's department in research.

The university's obligation to the Standing Commission on Museums and Galleries will be maintained through the new Board of Studies which will validate the BED for several years. However, the Oxford BED is expected to disappear eventually.

Joint effort urged on museums

Universities and their surrounding local authorities need to combine in a major initiative to explore the largely untapped resources of university museums for the benefit of the public. This is one of the main conclusions of a recent report on the state of university museums by the Standing Commission on Museums and Galleries.

"The situation of these museums is progressively deteriorating to the detriment not only of the academic activities of the universities themselves but also of the interests of the public generally", it says.

"University museums are at present being supported by a very much lower level of expenditure than had been contemplated in 1968. In many cases there seems

Universities are major users of British Library

By Patricia Santinelli

United Kingdom academic libraries, in particular those in universities, are the major users of the British Library, results of an analysis in the recently published 111 annual report indicate.

The analysis covered 80,000 inter-lending transactions dealt with by the BL lending division during February. Academic libraries accounted for 38 per cent of all home requests, followed by special libraries.

The report also shows United Kingdom requests have increased by 7 per cent to 2,510,000. In addition the division has had increased success in dealing with demand from overseas. This had gone up by 26 per cent over the previous year—377,000 requests received from 97 countries, the majority of which were satisfied.

This continued increase is thought to be because overseas librarians find it quicker to borrow from Boston, Spn than from their own most of systems in the year ended March 1977. 353 libraries in 53 countries had used the overseas service, an increase of 37 per cent over the previous year.

However, success at home and overseas has had a big rise in the cost of buying. It rose to £1.5m, mainly because of the combined effects of inflation and devaluation. Nearly 70 per cent of monographs and 60 per cent of the serials were acquired overseas.

The reference division has been able to go ahead with its long term conservation project but because of lack of skilled staff, it has adopted a policy of dealing with quantity. 157,198 items were bound or treated compared with 108,251 in the previous year—rather than trying to give intense treatment to the rare and valuable items.

Continued problems are also being experienced by the division in accommodating readers, staff and books. This is unlikely to be resolved until the new building in Somers Town, Euston, is ready. At present it is still in the planning stage.

RESEARCH

Cause of 18th century population boom sought

by Peter David

Detailed research into the cause of the unprecedented population boom in eighteenth-century England is being conducted at Lancaster University by the Centre for North-West Regional Studies.

The centre's director, Dr John Marshall, and a research fellow, Dr Roger Finlay, have received a £10,400 Social Science Research Council grant to use an unusual research technique in an effort to decide whether there is a link between levels of wealth and population growth.

The technique is called family reconstruction and involves a very detailed study of population movement in Cumbria between 1650 and 1750. "We believe that the explanations for this phenomenon are more likely to emerge through detailed examination of the wealth and behaviour of families in limited areas rather than a study of broader population trends," Dr Marshall said.

He and Dr Finlay intend to piece together information about every family in the parishes of Hawkshead and Cartmel during the 100-year period. Later the project will extend to Kendal to compare population growth in industrial and rural settings and calculate the extent of migration from the country to the town during the period.

"Up to now family reconstruction has simply treated individual members of the local population as units without trying to identify them in any detail," Dr Marshall said. "The Lancaster project will make a significant advance by stratifying local people in terms of wealth, occupation, ages at marriage and death, number of children and

other characteristics as they become available." The researchers have already built up a bank of information from parish registers, wills and probate inventories. All these contain valuable clues about the wealth of ordinary people. As well as revealing the ages of people when they married and died and the size of families, the documents also show, for example, which families had servants, acquired status symbols such as clocks, and how much they could afford to pay for funerals," Dr Finlay explained.

Dr Marshall pointed out that the study would reveal the degree of comfort enjoyed by ordinary people. The seventeenth century, he said, was the period of the great rebuilding when fortunes were substantially strengthened and extended. This may have had the effect of reducing common ailments and infant mortality by offering greater protection against the elements.

The project has already revealed that the populations of the two parishes were stable until they began to grow in 1700. In Hawkshead, for example, couples tended to marry in their late 20s which significantly reduced the period of child-bearing. The average size of families was just over four.

Clues about population growth and family movement will also be gleaned by analysing the distribution of surnames. "Names such as Braithwaite, Rigge, Satterthwaite, Holms and Barrow are peculiar to the area. We shall be counting the number of times they appear in the register and looking for their appearance in Kendal. This will give us valuable information about migration from country to town," Dr Marshall said.



Kendal: 100 years of growth and migration.

Hull tries to find trigger for plant antibodies

by Simon Midgley

The possibility of protecting important crop plants by "switching on" their own defensive mechanisms could be brought nearer by work currently being conducted at Hull University. Dr David Smith and Mr Andrew Murray of the department of plant biology are investigating with the aid of a £2,694 grant from the Agricultural Research Council.

A number of plant species, including several agriculturally important ones, produce antibiotic (phytoalexins) after infection by micro-organisms. This type of response is presumed to represent part of a plant's natural resistance to disease.

Many of these kinds of antibiotics have been isolated and their chemical structures determined. However, comparatively little is known about what precisely stimulates the accumulation of phytoalexins in infected plants.

Recently it has been suggested that the invading micro-organism may produce or release specific chemicals recognised by the plant and which activate defensive reactions, including phytoalexin accumulation.

In the plant biology department one such obligatory compound has been partially isolated from a fungus pathogenic to beans. The grant from the ARC should allow confirmation and expansion of these initial observations. In the long term it may be possible to artificially stimulate a plant's natural defensive procedures and so make it healthy one more resistant to disease.

As concern about the cost of pesticides and their undesirable ecological impact grows this could be of considerable economic, environmental and social value.

Dr Leslie Palmer, who is director of the Beth Centre, said: "Once the methodology has been arrived at, pre-diagnosis planning and in the long run this should save lives."

"The reason Third World countries are so vulnerable to these natural phenomena has as much to do with the state of their social

£48,000 that could make flood and famine less disastrous

by Judith Judd

Each University is to start research into fighting the effects of natural disasters. The Leverhulme Trust Fund has awarded the university's centre for development studies £48,000 to study methods of analysing and assessing earthquakes, floods and famine in the hope of reducing their consequences.

The research will concentrate mainly on Third World countries and earthquakes and should make it possible for countries to save lives by preparation.

It will be carried out for three years by Mr James Lewis, a visiting fellow in the centre who has been senior research fellow and director of Bradford's Disaster Research Unit since 1973.

Dr Leslie Palmer, who is director of the Beth Centre, said: "Once the methodology has been arrived at, pre-diagnosis planning and in the long run this should save lives."

"The reason Third World countries are so vulnerable to these natural phenomena has as much to do with the state of their social

and economic development as it has with the phenomena themselves." The researchers will travel widely in disaster-prone areas before choosing one place for detailed analysis of its vulnerability to disaster.

By the time the research is finished it should be possible to decide what factors make some countries more vulnerable to natural disasters than others. It should also be possible to suggest what resources are needed to reduce the problem.

The results of the programme will be published and sent to government and voluntary organisations concerned in the study of disasters. Both has also received more than £100,000 to investigate ways of improving engine-transmission systems in heavy vehicles.

The bulk of the money—£81,500—which goes to the university's school of engineering is from the Department of Industry and the Hales Engineering Company.

The research will try to improve turbochargers so that lorries have better acceleration, climb hills more easily, have fewer gears.

See-through engine for Sunderland 3-D television could use one transmitter

by Patricia Santinelli

Sunderland Polytechnic researchers are to build a see-through diesel engine to see how well oiled it is. A small team of engineers and scientists is to produce a perspex scale model of part of a marine engine which will be used to observe the oil film between the engine cylinder walls and the piston.

The work will be funded by £20,473 Science Research Council grant, the polytechnic's largest single research grant, and will be conducted jointly by polytechnic researchers and a local engineering firm.

It is hoped to film the oil between the engine cylinder walls and the piston under ultraviolet light using a high speed camera operating at 10,000 frames per second.

When the film is slowed down a close examination of the oil distribution is facilitated and, based upon the findings, the oil injection systems can be evaluated.

A measuring technique using X-ray light is to be developed. This will allow the actual oil film thickness to be measured while the engine model is running.

Sunderland Polytechnic and Durham University are now successfully running a part-time MSc course in this area of research.

Three-dimensional or stereoscopic television may be the next step forward in the development of television technology, now established. Professor David Bell, of the department of electronic engineering at Hull University, believes that such a system could be developed. He has been awarded £1,000 from the Science Research Council to investigate the possibilities of 3-D television.

"I am sure that 3-D TV is the next improvement in television technology," he said. "The cinema had it and by-passed it, but they used wide screens," he added.

Stereo television could be achieved by the same means as stereo sound, using two separate transmitters and two separate receivers. But the short-range use of vision channels for one programme means the need for two complete receivers would discourage the private viewer.

The SRC grant will be used to investigate a method of transmitting a stereo signal over a single television channel and, therefore, using a single receiver.

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North American news

Bleak future forecast for private sector

from Clive Cookson

North America correspondent

WASHINGTON

Many of America's private colleges and universities will remain in a precarious financial position through the 1980s and will need increased support both from the federal government and from state legislatures, according to the latest report from the Carnegie Council on Policy Studies in Higher Education.

The report, entitled *The States and Private Higher Education: Problems and Policies in a New Era*, finds that the financial situation of private institutions appears to be getting no worse after the difficult period of the late 1960s and early 1970s, when inflation, recession and the expansion of low-cost public universities dealt many of them a severe blow.

The problems at individual institutions vary enormously, the council reports, and are likely to get worse during the expected 25 per cent fall in the college-age population from 1979 until the mid-1990s.

About a quarter of the 1,600 private colleges and universities are said to be in "serious trouble" financially, though the report does not explain just what is meant by "serious". Many others "face an insecure and uncertain future".

Reserve funds are often low, some colleges are heavily in debt, and most have already taken the easiest step—cutting costs—the council says. It will therefore be more difficult for both public and private institutions in coping with financial problems in the future.

The report says the types of institutions in the most vulnerable position are those that have concentrated most heavily on teachers' education, very small liberal arts colleges with restricted courses, often situated in depopulating rural areas and some urban comprehensive colleges and universities that have little or no higher fees to distinguish them from their public counterparts.

The council regards the private sector as an important national asset because of its independence of government, its diversity, its traditions, its "devotion to liberal learning" (95 per cent of liberal arts colleges are private), its attention to the individual student and its standards of academic freedom. (The American Association of University Professors censured 72 private institutions as against 28 public institutions between 1966 and 1975.)

The council estimates that the private sector saves American taxpayers almost \$5,000m a year—the

cost to the states of absorbing its students in public institutions. Although just over half the 3,070 colleges and universities in the United States are private, they take only 21 per cent of the country's 11m students because of their much smaller average size.

The private sector already receives a considerable quantity of public money and 40 states now have programmes for direct or indirect support for their private institutions. The states' expenditure averages out at \$290 per student—compared to \$2,660 per student for public institutions.

The federal government, however, spends 50 per cent more per student on private institutions (\$1,670) than on public ones (\$1,160). "And when the private sector's larger tax exemption is included, total public support works out at \$3,280 per student in private colleges and universities and \$4,580 in the public sector. As the report notes, this is a smaller gap than is commonly supposed.

Nevertheless, Carnegie reiterates, public support must increase further as the private sector's financial problems grow. "The essential need is for more assistance to be needed and given, but how it will be given and in what amounts. It is easy to 'save' the private sector one way or another. It is not so easy to do so while preserving the independence that has meant so much to it, to public higher education and to American society."

The council urges the federal government to expand its student aid programme and says need-based tuition grants to students should be the primary vehicle for channelling state funds to private institutions in the future.

The idea of income tax credits or deductions to offset part of tuition costs is currently picking up increasing political favour. But the report rejects it as a solution because such schemes "in their most likely forms are clearly regressive—doing more for the rich than for the poor."

In the long run, the council wants to see American higher education move further towards a "national market-place" system through greater portability of student grants between states and a more even-handed approach to competition between public and private sectors.

In its ultimate form such a system would make vouchers available to students to be taken anywhere they wished. There would be no support of institutions as such and they would in effect become private.

But at the same time the report calls for states to plan their education systems as a whole, with the full involvement of private institutions. "We believe that higher education has entered a period in which states should and will increasingly look to the total resources for higher education, both private and public, and will strive for the most effective joint use of such resources."

The report is available from Jossey-Bass, 615 Montgomery Street, San Francisco, California 94111.

Carnegie to be wound up in 1979

The Carnegie Council on Policy Studies in Higher Education will be wound up when its founder and chairman, Dr Clark Kerr, retires at the end of 1979 at the age of 68.

The decision was announced last week by the Board of the Council's parent body, the Carnegie Foundation for the Advancement of Teaching.

The news of the council's closure is sweeter for its 15 or so full-time staff and the thousands of American educationists who contributed to or benefited from its studies, by a parallel announcement that the Carnegie Foundation itself is to take over the council's role as an independent centre for policy review in higher education.

Mr Alan Pifer, President of the Foundation, said that his would retire at the same time as Dr Kerr. In their place a new full-time president will be appointed who will combine Mr Pifer's administrative responsibilities and Dr Kerr's programmatic responsibilities.

The new person, who is expected to be chosen by mid-1979, will have a staff similar in size to Dr Kerr's present establishment at Berkeley, California. But, without a separate council for policy studies, he or she will work directly with the trustees of the foundation and with outside experts. Most of the income from the foundation's \$22m endowment will continue to be used to support the higher education policy mission.

Dr Verne Sissman, who has been associate director of the council and its predecessor the Carnegie Commission on Higher Education since 1963, said the last two years of the Carnegie Council would be a period of very intense work.

Forthcoming studies include a series on the college curriculum, youth policies, vocational education and others whose outlines have not yet been fixed. One possibility under discussion is some sort of signing off document, drawing together conclusions from the 100-plus reports and studies produced by the Carnegie Commission and Council since the former was set up by Dr Kerr in 1967.

American higher education will be looking for someone of high stature to replace Dr Kerr, who joined Carnegie after six years as Chancellor of the University of California at Berkeley and one as President of the University of California.

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First-year enrolments fall

The number of freshmen entering universities and colleges in the United States this autumn was 1.4 per cent down on last year, but part-time enrolment at two-year colleges has jumped 17.7 per cent.

These are the main features emerging from the 18th annual enrolment survey carried out by Dr Garland Parker of the University of Cincinnati for the American College Testing Programme. The full picture of the country's 3,000 colleges and universities will be published in the spring, but Dr Parker has released a preliminary report based on early returns from 578 institutions.

He says the loss of freshmen, coming in advance of the decrease in the number of high school graduates that is expected to begin next year, "will result in an overall full-time student decline in the years ahead".

Dr Parker attributes the downturn to "the excessive level of teenage unemployment, increasing living costs, rising student financial aid funding".

The influx of part-time students to the more vocational two-year community and junior colleges is explained, he says, by people seeking jobs for further training. Another factor more related to adult need in terms of subject matter, scheduling and teaching style.

The total number of full-time and part-time students in American higher education this year is 3.7 per cent up on 11,500,000. But full-time numbers are less than 1 per cent more than last year.

California medical school aid disputes go to court

from our own correspondent

WASHINGTON

Two important lawsuits before the courts in California are expected to clarify the relationship between the state government and California's private schools and universities.

The controversy, like so many in the United States recently, involves medical schools. The University of Southern California (USC) and Stanford University are suing the State of California for \$1,087,000 and \$449,000 respectively, which they say they are owed in capitation support after increasing their intake of medical students.

Stanford claims the state contracted to pay up to \$12,000 per student enrolled above the medical school's 1970-71 intake. The state's precise contribution was to be determined after taking federal subsidies into account, and the university says it should have been paid \$10,200 per extra student taken on.

The California legislature set up the reimbursement agreement to get existing medical schools to take more students. This was thought to be far cheaper than the alternative policy of building a new state school or an estimated cost of at least \$400m.

The state duly paid Stanford for increasing its medical enrolment over the 1970-71 base year by 75 in 1973-74, 26 in 1974-75. But when the university claimed for 44 extra students in 1975-76, California refused to contribute anything.

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Survey seeks to measure work quality by productivity

In an effort to provide a more objective way to measure the quality of graduate departments, the Association of University Teachers is using an index of productivity.

W. Miles Cox and Viola Crett, psychologists at Indiana University, compiled their rankings of 76 graduate psychology departments by measuring the number of articles published in psychology journals using an index of productivity.

To highlight the discrepancies between their findings and a 1970 study that used academics' opinions to establish ratings of "quality"—a *Rating of Graduate Programs* by Kenneth D. Roese and Charles J.

Anderson—the researchers compared their productivity ratings with the 1970 rankings.

For example, the University of Wisconsin at Madison ranked eighth in the 1970 survey but first in the productivity survey. Harvard University's psychology department ranked fourth in the 1970 survey and 28th in the productivity survey.

The researchers compiled a composite ranking of psychology departments by tallying publications in all 13 journals. They also compiled separate productivity ratings by journal, each representing a major area of psychology. The research *Productivity Rankings of Graduate Programs in Psychology Based on Publications in the Journals of the American Psychological Association* was published in the *American Psychologist*.

The new dean, Mr Wiley Branton, rose to national prominence 20 years ago as chief counsel for the black fighting school segregation in Little Rock, Arkansas. He held other posts in the civil rights movement in the late 1950s and early 60s and became executive director of the President's Council on Equal Opportunity in 1965.

Howard produced most of the older generation of black American lawyers and was the legal power behind the civil rights movement in the 1940s and 50s. But when the leading white law schools like Yale and Harvard began accepting and then encouraging black applicants in the 1950s and 60s, the flow of talent into Howard declined dramatically.

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Compromise on 'foreigners'

The Senate and House of Representatives have agreed on a compromise version of the controversial law which would restrict the number of schools to accept students transferring from foreign schools (THESE November 18).

The most important concession to the medical schools, many of which said they would defy the law if it was passed last year, was that federal subsidies averaging \$1,400 a student, is to allow them to use their own admissions criteria.

Previously they were required to take applicants who passed a National Board of Medical Examiners test.

Each school will have to increase its enrolment by 5 per cent for one year only, 1978/79, by accepting one third-year student United States citizens who have studied medicine abroad for two years.

Refusal to comply will mean the loss of three years federal subsidies. There is expected to be a pool of around 2,000 applicants for the 800 places created.

The Association of American Medical Colleges said member schools might not decide until mid-January whether to comply with the new law.

New dean for black campus

America's leading black law school, at Howard University in Washington, has appointed a distinguished former civil rights lawyer to pull it out of the crises that have plagued it in recent years.

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Questionnaires sent to tutors for adult literacy project

by Maggie Richards

Questionnaires have been distributed to adult literacy tutors in 44 local education authorities as the first phase of a research project aimed at identifying the problems and training needs of adult literacy students.

The project, sponsored by the Department of Education and Science, is being conducted over two years by a team of three at the National Foundation for Educational Research, headed by Dr Tom Gorman.

One of the main objectives is to establish the level of skill and attainment amongst adult students at the early stages of tuition and to discover the most common forms of weakness and difficulty. Another is to assess the degree of progress and improvement in the course of one year of tuition.

A representative sample of local education authorities schemes in both the nine counties and the metropolitan districts has been selected and voluntary schemes have been included. Students who take part will have had less than three months' literacy tuition and will be generally uneducated.

The first phase involves using the questionnaire to obtain background details about the student and the form of tuition. It takes in diagnostic testing of present abilities in fields such as spelling, punctuation and composition; accompanied by functional testing of reading such items as advertisements, public notices and postal orders.

Analysis of the replies will take place in January and February, and results are expected at the beginning of March.

Special care has been taken to provide a detailed explanation of the project to the tutors, many of whom are working on a 1-1 basis with their students. Detailed notes accompany the questionnaires, and coordinating tutors have been appointed in each area to explain the aims of the research fully to both tutors and students.

One of the problems facing the research team has been the wide diversity of students—some will be slow learners, others may be educationally subnormal, and some will be fast learners.

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NOTICE BOARD

Chairs

Professor J. A. Campbell, department of mathematics in the University of Newcastle, New South Wales, has been appointed to the chair of computer science and to the leadership of the new department of computer science at the University of Exeter which will be established in the University of Exeter in October, 1978.

Professor Kenneth Davies has been appointed to the Erasmus chair of modern history at Trinity College, Dublin. He has been full-time editor of Documents of the American Revolution since 1970. He also held a professorship of history at the University of Bristol and was visiting fellow at All Souls College, Oxford.

Dr R. M. Brown, consultant to the Central Birmingham Health District, honorary consultant to the West Midlands Regional Health Authority and Regional Postgraduate Dental Tutor has been appointed to the chair of oral pathology at the University of Birmingham.

Honorary degrees

Heriot-Watt
DSc: David Attenborough, broadcaster and traveller; Dr Francis Jones, visiting professor of electrical engineering, University College London; Professor Sir Frederick Stewart, regius professor of geology, University of Edinburgh; Sir Frederick Warner, senior partner, Craner and Warner, and member of the Royal Commission on Environmental Pollution 1973-76.

LLD: Professor Joseph Allen, formerly professor and head of the department of town and country planning, University of Newcastle upon Tyne; Professor Sir Clive Schmittkoff, visiting professor of international business law, University of Kent.

MSc: Arthur Gardner, formerly director of MIRA and secretary of the Institution of Mechanical Engineers, Heriot-Watt University.

Noticeboard is compiled by Patricia Santinelli and Mila Goldie

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The Times Higher Education Supplement

Appointments

Universities

Edinburgh
Honorary fellow: James Tall (orthopaedic surgery, rehabilitation studies unit).

Liverpool
Secular lecturers: S. L. Snowden (anaesthesia); A. F. Evans (paediatrics); Lecturers: D. J. Chadwick (organic chemistry); R. C. Coates (zoology); G. Lamulugh (anaesthesia); M. F. Ramadan (Oro-pharmacology); R. W. Ashford (genetics); Jean Warburton (law); R. C. Pond (metallurgy and materials science); Catherine Ellis (clinical veterinary pathology and bacteriology); G. P. David (veterinary and preventive medicine); O. J. Stephenson and R. A. Smith (architecture); M. R. Bennett (economics); K. Broadbury, Ann Henderson-Sellers and Elizabeth Thomas-Hoppe (geography); R. J. Pearson (marine transport); M. E. Prouse (zoogeography); Temporary lecturers: B. M. Walker (modern history); J. J. Galpin (organic chemistry); M. R. Bennett (genetics); A. Valentin (architecture); L. Moffat (geography); Van de Graaff research fellow in physics: L. F. Ekström. Research fellow: R. Widdows (nuclear physics); Senior demonstrators: Peter A. Pryke (biochemistry); Mary J. P. Galpin and J. I. Prosser (botany); M. R. Bennett (organic physical and industrial chemistry); K. Sundaresan Rao (organic chemistry); P. A. Butler (physics); J. E. Phillips (statistics); Demonstrators: Ann Banister (biochemistry); M. E. Rose (D. Wright (organic chemistry); R. Cook (computational and statistical science); R. G. Thomas (zoology); H. S. Reibel (physics); F. J. K. Baillif (building engineering); J. K. D. Brien (veterinary clinical studies); E. H. West, J. R. Bushnell (veterinary clinical studies).

York
Promotion to reader: K. Hartley (economics and related studies). Research fellow: T. Robertson (chemistry). Research fellow: R. Buckland (economics and related studies). Tutorial assistant: J. C. Main (economic history). Organizing director, the Advanced Studies Centre Summer School: Brita Green (languages). Research assistant: B. Jones (economics). Honorary fellow: Dr Nicholas Hawton and David Sanderson (languages teaching centre).

General
G. R. Peiliden, director-general of the British Standards Institution, has been elected chairman of the visiting committee for the Royal College of Art. New appointments to the committee: E. H. R. Jones, consultant to the committee; Professor W. E. Wilson, director of the department of geology and director of the sedimentology research laboratory in the University of Reading; James B. Bailey, professor of chemical microbiology and director of the microbiological chemistry research laboratory in the University of Newcastle upon Tyne; Professor W. E. Wilson, professor of metallurgy at the University of Oxford; Sir Andrew Huxley, Royal Society research professor at University College London; Professor J. E. K. Klug, professor of mathematics in the University of Oxford; Dr. E. H. Mansfield, deputy chief scientist, Office of the Royal Aircraft Establishment; Professor C. W. Reed; Keith Harrison, professor of organic chemistry in the University of Liverpool; Dr. R. A. Sanders, director of the Medical Research Council Biophysics Unit, at University College, London; Sir Richard Woodruff, senior professor of surgery in the University of Edinburgh.

The Rt Hon the Lord Todd, master of Christ's College, Cambridge, was elected president of the Royal Society. The new members of the council are: Professor P. Allen, professor and head of the department of geology and director of the sedimentology research laboratory in the University of Reading; James B. Bailey, professor of chemical microbiology and director of the microbiological chemistry research laboratory in the University of Newcastle upon Tyne; Professor W. E. Wilson, professor of metallurgy at the University of Oxford; Sir Andrew Huxley, Royal Society research professor at University College London; Professor J. E. K. Klug, professor of mathematics in the University of Oxford; Dr. E. H. Mansfield, deputy chief scientist, Office of the Royal Aircraft Establishment; Professor C. W. Reed; Keith Harrison, professor of organic chemistry in the University of Liverpool; Dr. R. A. Sanders, director of the Medical Research Council Biophysics Unit, at University College, London; Sir Richard Woodruff, senior professor of surgery in the University of Edinburgh.

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Forthcoming events

"Practical survey methods", a 10-week evening course, will begin on January 10 at the North London Polytechnic. Topics covered include computer-aided survey, problem formulation, item construction, Test theory, and item analysis. The course is organized jointly by the department of applied social studies and of mathematics in conjunction with the Study Group on Computers in Survey Analysis and the British Sociological Association Survey Research Group. Fee: £20. Further details from Bob Gilchrist, department of mathematics, Polytechnic of North London, Holloway Road, London N7 8DB.
An exhibition of contemporary art posters from the private collection of the artist, London, designed by artists in response to the exhibition. The exhibition is being held at Brighton Museum and Art Gallery until January 29. The collection consists of more than 100 posters, many of which were designed by many famous artists including Picasso, Miró, Dalí, Chagall and Hockney.
"Education Today and Tomorrow" is the theme of the North of England Educational Conference being held at York University from January 3-6. Speakers include: The Secretary of State for Education and Science, Mr Roy Jenkins, principal of Cambridge and Dr Patrick Nuttgren, director of the Polytechnic. Full details from Mr E. R. Owen, Educational Secretary, North of England Education Conference, County Hall, Northallerton, Northumberland, TD2 7JG.
The British Universities Film Council, which is the Council for British Archaic Television and Film, are organizing a one-day screening of films and videotapes which can be used in the

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Zoology—£15,122 from the SRC for the research into ionotropic regulation in invertebrate insects under the direction of Professor J. Ehn.
Chemical engineering—£37,200 from the SRC for the research on the control of electrolytic processes, using a self-tuning system under the direction of Professor F. Goodridge.
Marine technology—£21,851 from the Natural Environment Research Council for the research on marine geotechnical mapping on the British and Norwegian Continental Shelf under the direction of Professor B. Dennis.
Mechanical engineering—£11,500 from the SRC for the project entitled "An approach to the practical importance of information in the design of structures" under the direction of B. E. Owen.
Metallurgy and engineering materials—£10,720 from the SRC for research into some aspects of stress corrosion and creep in alloys, under the direction of Professor R. N. Parkins and Dr D. Hurdle.
Agricultural engineering—£11,137 from the ARC for the research on nature and disposal of farm wastes under the direction of Professor J. R. O'Callaghan.
Soil science—£11,971 from the SRC for the research on effects of animal waste applied to grassland at controlled levels, under the direction of Professor P. W. Arnold; £10,000 from the Grassland Research Institute for teaching in archaeology at degree level on February 25 at this Faculty of Arts, University of Birmingham, Fee: £3.75. Further information from James Ballantyne, BUFC, Royal House, 72 Deans Walk, London W1V 5BB.
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A Joint Royal Institute of British Architects and Schools of Architecture Council will be held at the University of Northumbria on March 21-22. The conference is aimed at teachers, students and practitioners in architecture, the future of the profession, the role of the architect, the role of the architect in society, the role of the architect in education and training. Further information from the Secretary SAC, c/o Richmond Road, Cambridge CB4 3PU.

Leicester

Anatomy—£11,456 from the Wellcome Trust for a study of the three dimensional arrangement of structure within the cat corvid body, under the direction of Dr D. J. Fallois.
Biochemistry—£23,311 from the MRC for studies of the fibrous binding sites of antibodies and toxins under the direction of Dr E. C. Cuffin.
£33,388 from ICI for a joint scheme of research into host/vector systems in molecular genetics, under the direction of Professor W. J. Brammar, £59,854 from the MRC for research into chlorambiphenyl acetyltransferase; structure, function and evolution of a plasma membrane enzyme, under the direction of Professor W. Shaw.
Chemistry—£15,000 from Biosynth AG for an investigation of new nucleic acid analogues under the direction of Dr D. H. Smith.
Genetics—£24,350 from the ARC for a study of the biochemical and genetic determinants of selection of weight in mice, under the direction of Dr G. Hillfield.
Microbiology—£14,038 from the MRC for chemotaxonomic investigations of aerobically, heterotrophic, other facultative and obligate anaerobic bacteria, under the direction of Dr Dorothy Jones.
Physics—£10,025 from the SRC for a theoretical investigation of electron energy loss mechanisms in solids under the direction of Professor J. L. Beeby; £23,241 from the UKAEA for a study of optical diagnostics for flame combustion, under the direction of Professor K. A. Pounds; £12,671 from the Ministry of Defence for VLF navigation studies under the direction of Dr T. B. Jones.
London
Universally College
Political Economy—£74,268 from the SRC for the research on taxation, locatives and the distribution of income, under the direction of Professor N. H. Stern.
Kings College
History—£20,139 from the SRC for a study of European trade in the late seventeenth century, under the direction of Dr H. G. Rosovsky.
London School of Economics
International History—£16,073 from the SRC for research on the relations between the Great Powers 1933-49, under the direction of Dr A. B. Polonsky and Dr D. B. Lunn.
Statistics—£12,022 from the SRC for asymptotic expansions in relation to the fitting and testing of time series, under the direction of Professor J. Durbin.
Liverpool
Economics—£25,270 from the SRC for the international transmission of fluctuations in economic activity, secular growth and inflation under the direction of Professor A. L. Minford.
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Forthcoming events

"Practical survey methods", a 10-week evening course, will begin on January 10 at the North London Polytechnic. Topics covered include computer-aided survey, problem formulation, item construction, Test theory, and item analysis. The course is organized jointly by the department of applied social studies and of mathematics in conjunction with the Study Group on Computers in Survey Analysis and the British Sociological Association Survey Research Group. Fee: £20. Further details from Bob Gilchrist, department of mathematics, Polytechnic of North London, Holloway Road, London N7 8DB.
An exhibition of contemporary art posters from the private collection of the artist, London, designed by artists in response to the exhibition. The exhibition is being held at Brighton Museum and Art Gallery until

David Walker talks to Robin Blackburn, one of the stars of the revolutionary 1960s LSE casualty calls from new left at top of the stairs

Even in the 1960s, when bright, young and left-wing social science lecturers were thick on the ground, Robin Blackburn stood out. Part of the attraction was his appearance. As the *Daily Sketch* put it—no small tribute to get a mention in the short columns of that dying paper—the had a "film star gone loose with a shock of prematurely grey hair".

Rubin Blackburn was a New Left star. He taught at the London School of Economics. He was in the midst of Britain's impoverished version of the days of May in Paris. He was a lecturer and a television presence. Little wonder he drew the crowds in those days of student turmoil.

Yet of all the "revolutionaries" of those heady days, Robin Blackburn was one of the few genuine casualties. In 1969 he was dismissed from his job at the LSE. It was a cause célèbre in the history of academic freedom. The LSE—home of British socialism—sacked a lecturer for the opinions he held. Few men of the 1960s are better qualified than Mr Blackburn to assess just what the student revolt meant.

Those days find him prosperous and no less self-assured than he always was. He is still a little suspicious of the press. In a recent interview on BBC television and spoke at a meeting jointly organized by *Tripping* newspaper and Tariq Ali. *Black's Diary* (a meeting at which Michael Foot, MP, also spoke). What he said got him dismissed.

He was alleged to have supported the student violence and so by implication to have condoned the future use of violence against the school. Even *The Times* expressed its reservations about condemning an academic for approving student action after it took place. During the process of charge and counter-charge, support and dismissal stretching into the summer of 1969 the LSE staff were hopelessly and predictably split. The scars have not altogether healed.

The student phenomenon was of course wider than events in Clarendon. The rush of blood to the head associated with the New Left lions of Herbert Marcuse, the advent of modern European Marxism in Britain, and conscientious men around a Vietnam and Czechoslovakia, the movement of ideas was worldwide and intense. It is on the intellectual plane that Mr Blackburn, looking back from 1977, reviews the events of the late 1960s. It was, he says, a time of liberation for the displacement of old ideas and the reception of new.

"The philistinism and conservatism of senior common rooms apparent in the early 1960s, the British culture of tradition, were dented. The student events had something to do with the fact that now for the first time there is a healthy and diverse Marxist culture in Britain as well as outside the universities."

It is not that all the elements in the 1960s ferment, the talk of per-

manent revolution, situationism, play power, hippedom and so on, were valuable, Mr Blackburn speaks of a "voluntaristic-subjectivist" style to which though natural in the circumstances could not last.

The 1960s had a big impact with Marxism. The moralistic ideology associated with the Communist Party broke up into different currents owing allegiance to neither Moscow nor Peking. Fresh ideas came from Continental Europe enlivened debates in Britain such as the way we were. Marxism has become such a vital and intelligent presence that it cannot be ignored. Anglo-Marxism is now stronger even than in some continental countries. Note that it is an influence based on the quality rather than the scale of modern Marxism."

A launching up of ideas is apparent on the non-Marxist left, too. Mr Blackburn notes new thinking in the Labour Party, a result of the domestic and critical impulse of the 1960s identified with individuals such as Tony Benn and Stuart Holland. It has its effect in the strength of Trotskyist and anti-Stalinist Marxism both inside and outside the Labour Party and in movements such as Women's Liberation. He speaks of a broader cultural movement issuing in a greater willingness to question authority leaving a mark even in the trade unions."

Real changes are apparent. Within the academic world Mr Blackburn assesses the end of the domination. "Democratization has taken place in the sense that what is going on in polytechnics and non-graduate universities is now taken account of in what it was not in, say, the early 1960s."

Student power made for changes within universities. While participation by students in running higher education had no mention in the Robbins Report in 1963, it is now a common feature. This extended into a criticism of examinations, attacks on traditional forms of competitive grading and a preference for continuous assessment and project work.

But the optimism fades when Mr Blackburn's attention returns to his alma mater. He describes in an unimpaired way the intellectual excitement of his own LSE student days in the early 1960s. The thought of Sir Karl Popper, a man of a special and a challenge even to his own opponents. The school had the potential to be a second intellectual centre, the high-place of a new synthetic form of social thought, of a



The living may not be easy but it is not bad.

planned jobs for two years of intensive study at the business school is a difficult step, and those who take it are highly motivated. Their faith in the course is well-founded, however. Average salary on exit is about £3,000, and according to Dr Director, the demand for graduates far exceeds their supply, with some 200 companies regularly coming to recruit from 100 graduates.

The basic aim of the masters' programme is to give students a broad base to build confidence. "We do give our students the basic instruments, tools and techniques. All of them must be able to do a cost-benefit account, follow the economy and so on. But it comes down to encouraging them to make individual judgments. That is not something you can teach; people have to learn to do it themselves."

One of the most important ways the students learn to make decisions is by undertaking real-life projects with outside companies. Over 50 companies a year ask the school to allow its students to study their problems and help make major decisions such as whether to diversify, set up new factories and so on.

All this creates an environment wholly unlike the traditional university department. At the London Business School, the *Financial Times* is more in evidence than scholarly journals, and it is this interrelationship with the business community which makes it essential, in Professor Ball's view, to safeguard the school's independence and autonomy.

Professor Ball wants his staff to be "visible", as adept at public relations as at scholarly study. "We don't always exist, as we do when they are being sought by business executives, all sorts of people here. It makes life very interesting, but also very hard."

plative in the area of educational leave is the failure to penetrate very far down the hierarchy. Nowhere would this be truer than in the case of migrant workers. Over 40 per cent of the labour force in manufacturing were then over 50 and caught in a rut as workers of different nationalities at the banks; and there are no-raise stories of the total failure to comprehend even their language-training needs, let alone the cultural problems involved.

A migrant right, such as exists in Sweden, to 240 hours language-training is nowhere near acceptance in Australia, though the need is far greater. Unions as well as management have been fiercely criticized for their complacency, but it could be that the migrant issue will force them to extend their conception of bargaining into new fields of a more social character.

It would be wrong to conclude without referring to the debate currently taking place on worker participation and the implications for education. TUTA, the same individual unions run courses on this topic, a Unit for Industrial Democracy exists in South Australia with direct access to the employer, and several government departments have concerned themselves with one or other of its several aspects.

It became clear to me that there is a covert ideological struggle going on between those who would improve worker participation in terms of job redesign and organizational development, and those who hold that it must entail a shift in decision-making power.

At present most of the initiatives have come from the employers and have tended to take the form of joint consultative committees, which lean more towards the former interpretation. My view is that unless unions and other labour groups take the lead, the chance of a more substantial shift in the distribution of power will disappear.

As a self-help activity, the learning exchange deals with over 3,000 individual contacts a year and through the paper puts at least 10,000 a month in direct contact with community based activities, at an annual cost (\$24,000) of about the same as that of a single teacher in the formal system when capital, material and administrative costs are taken into account.

Outside both the formal and informal educational spheres, the establishment in 1975 of Trade Union Training Authority (TUTA) made a start towards filling a sizeable gap in the provision of re-current education. Industrial relations in Australia are generally recognized as being fairly chaotic for a number of reasons, ranging from the number of unions (over 300 for a working population of six million), to the feuding attitudes of some employers and politicians.

Before the establishment of TUTA training for unions was virtually non-existent, with perhaps 2,000 receiving any sort of training from 1964 to 1972, whereas about 8,000 benefited in the first 18 months and the target is for 13,000 (unions) by 1980-81.

The curious cover the expected range of skills, such as negotiation and union administration, and also tackle issues like industrial democracy. Significantly, TUTA is designed to be independent of any national education system, on the grounds that the latter has shown little interest over the past 50 years in the union movement and that adult education in general is given too peripheral a status for being integrated into it. It has also stimulated interest in adult teaching techniques, and new approaches of the absence of any wholehearted

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Land of committees wrestles with tertiary problems

Reflections after a visit to Australia by Tom Schuller

Its already acknowledged responsibility, no less as its vocationalism. TAFE will be seen as responsible for discharging the recurrent educational functions of the whole tertiary sector, while the other two sectors busy themselves with consolidating their conventional role: catering for students coming more or less directly from secondary school.

One possible outcome is that the strengthening of TAFE will lead to recurrent education being given both a more heavily vocational character and a more isolated position within the formal educational system.

Some universities do have continuing education units, but the same problem emerges: does this extension of a separate department encourage the belief that support for this relieves the university of responsibility for making other efforts on the recurrent education front?

To put it another way, the dilemma which faces a unit such as the Australian National University's Centre for Continuing Education (CCE) is whether to concentrate on running its own extension programmes and executing its dissemination research work or continuing to support the ANU into a greater commitment to the principles of lifelong learning, for instance by reforming admission procedures or constructing courses on a modular basis.

Some have been prematurely established in the unfounded expectation of continuing expansion, others are badly situated (such as Salisbury in South Australia), and they have neither the institutional tradition of the universities nor the valued responsibility of the TAFE sectors to buttress their claims.

But the question of the division of function goes deeper than mere questions of placing, vexed though these are. A paper submitted to a weekend seminar held by the Williams committee argued for a return to a more eclectic conception of a university, whilst the existing number of 19 was simply too many for Australia's needs or resources. What gave the argument bite was the fact that the author was the vice-chancellor of a university which would certainly not be one of the elite.

The universities, having benefited from the liberality of central coffers which funding became a Commonwealth responsibility in 1974, could now be obliged to listen very closely to the demands of their new paymaster. Murdoch, Griffith, Wollongong and possibly also Deakin may come under serious pressure to curtail their future as regular universities.

The TAFE sector seems, on the face of it, to be sitting pretty with its expanding budget and a relatively assured notion of its purpose. But the expansion is on a small base—\$78m in 1976-77, compared with \$610.5m for the universities and \$459.7m for the CAES—figures for Commonwealth funding which represents only 25 per cent of TAFE's spending (the rest from the State). We have scholars, more serious, there is a risk that just because of its growth and

ously, but demand has now dropped and this is likely to be compounded by demographic trends.

The result is that even a well-established university such as Queensland has tripled the number of unqualified mature students admitted to its arts faculty from just over 200 last year to nearly 700 this year in order to maintain its funding levels. Many other institutions are similarly having to look in unfamiliar directions for their students. New opportunities are therefore opening up for adults, at least as far as formal barriers are concerned, though there has yet been predictably little discussion on reforming curriculum or teaching approaches to cater for the influx of mature people.

The economic cliff may have had at least one beneficial side-effect. More attention is now being paid to low-cost non-formal operations such as the Molvern Learning Exchange in Melbourne, which mobilizes educational resources in a thoroughly cost effective way, simply by putting people who want to learn in touch with people willing to teach, via a computerized newspegger, filling and telephone system.

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At present most of the initiatives have come from the employers and have tended to take the form of joint consultative committees, which lean more towards the former interpretation. My view is that unless unions and other labour groups take the lead, the chance of a more substantial shift in the distribution of power will disappear.

As a self-help activity, the learning exchange deals with over 3,000 individual contacts a year and through the paper puts at least 10,000 a month in direct contact with community based activities, at an annual cost (\$24,000) of about the same as that of a single teacher in the formal system when capital, material and administrative costs are taken into account.

Outside both the formal and informal educational spheres, the establishment in 1975 of Trade Union Training Authority (TUTA) made a start towards filling a sizeable gap in the provision of re-current education. Industrial relations in Australia are generally recognized as being fairly chaotic for a number of reasons, ranging from the number of unions (over 300 for a working population of six million), to the feuding attitudes of some employers and politicians.

Before the establishment of TUTA training for unions was virtually non-existent, with perhaps 2,000 receiving any sort of training from 1964 to 1972, whereas about 8,000 benefited in the first 18 months and the target is for 13,000 (unions) by 1980-81.

The curious cover the expected range of skills, such as negotiation and union administration, and also tackle issues like industrial democracy. Significantly, TUTA is designed to be independent of any national education system, on the grounds that the latter has shown little interest over the past 50 years in the union movement and that adult education in general is given too peripheral a status for being integrated into it. It has also stimulated interest in adult teaching techniques, and new approaches of the absence of any wholehearted



On the question of paid educational leave, there is a certain sense of frustration. Since 1974, official documents have drawn attention to the importance of paid educational leave, but the regular declarations of interest have so far borne little fruit. The present Government shows no inclination to promote conferences with government departments, private firms and community bodies, and provides support and counselling services.

Australia is unlikely to be a restful place in the immediate future. Dramatic structural strains in the economy, grouping realization of the multicultural character of society, a frightening level of youth unemployment, and a nascent awareness of the return of the Asian century, as much as the Commonwealth or the rest of the developed world—all these constitute a monumental challenge. They also represent a major challenge to educational policies, and to their capacity to meet the needs of adult Australians.

The author works at the Trade Union Research Unit in Oxford, and was recently a visiting fellow at the Australian National University in Canberra.

The hard-headed academic equilibrists of Regents Park

Peter David visits the London Graduate School of Business, which tries to keep a foot in two camps

Entering the London Business School from the second lavas of Regents Park can be disorienting. Outside, the school is an elegant stucco structure with classical columns and cupolas. But the cupolas, it turns out, are made of plastic and the building itself is a modern purpose-built block stored neatly inside a carefully preserved Georgian facade.



Inside the cupolas a modern purpose-built block.

The contrast is instructive. Business schools pick their careful way between the antagonistic worlds of industry and higher education. The London Business School, founded in 1965 and widely seen as the scene of British business and management education, has worked hard to blend the trappings of splendid academia with the hard-headed practicalities of commerce.

Mixing the two, and raising credibility in both camps, has not always been easy. On the one hand the school is proud of its loose association with London University, which validates its degrees and links the school into the charmed network of academic life. On the other it is fierce about its

relative independence and proud of the way it has carved out a unique cross-disciplinary role, esteemed highly by scholars and industrialists alike.

Professor Jim Bull, the principal, believes firmly that the business school should not be a glorified extension of the university. In England, he points out, management education has not developed naturally out of the educational system as it has in America. Its growth has been relatively unplanned, and heterogeneous, and institutions have developed highly individual philosophies of their own.

The London Business School, he believes, has managed eventually to get the mixture just about right. It runs probably the most comprehensive masters' management programme available in Britain, considered by many to be the equal of anything offered by the American business education mecca of Harvard, or Stanford. The teaching programme is supported by an intensive research effort, greatly subsidised by short courses for executives.

In all three fields the achievements have been impressive. There are five times more candidates than places for the masters' programme, in spite of its two-year structure requiring a greater personal sacrifice than the more common one-year pattern offered by other colleges. The school's economic forecasts of the British economy are highly valued by the business community, and there is no shortage of candidates for the six-and-a-half-week executive courses, which cost participants something like £3,000.

The pattern of candidates has to some extent been dictated by the way the school is financed. With only 40 per cent of its income derived from grant-aid, it has had

to fight for resources in the market place. This, in turn, has ensured that the research it produces has a direct relevance for business. Sponsored research currently amounts to around £449,000 a year, and much of it is tailored carefully to the needs of the economy.

One of the biggest efforts, for example, is in finance and accounting, where the school has pushed the state of the art rapidly forward as it keeps up with the pace of economic change. It has developed expertise in the new problems of inflation, accounting and the relationship between long and short-term interest rates—both topics of immediate concern to British management. At the same time it has built the foundations of new research by compiling a data bank of British share movements containing two decades' worth of information: about more than 2,000 securities.

The school has no qualms about paying its research activities closely to the requirements of its sponsors. The work of its Institute of Finance and Accounting is sponsored largely by industry. The economic forecasting centre, originally established as Social Science Research Council money, is now supported by a consortium of 11 major companies which have direct access to the computer model.

But the real focus of the school's activity is its teaching. Over 100 graduate students join the masters' programme every year. Typically, they are 26 years old with three or four years' business or industrial experience. A few have already done a year at university, however, in fear that some bright graduates are being lost to industry for ever if they do not grasp their early opportunity to pursue postgraduate studies.

For the students, leaving well-

planned jobs for two years of intensive study at the business school is a difficult step, and those who take it are highly motivated. Their faith in the course is well-founded, however. Average salary on exit is about £3,000, and according to Dr Director, the demand for graduates far exceeds their supply, with some 200 companies regularly coming to recruit from 100 graduates.

The basic aim of the masters' programme is to give students a broad base to build confidence. "We do give our students the basic instruments, tools and techniques. All of them must be able to do a cost-benefit account, follow the economy and so on. But it comes down to encouraging them to make individual judgments. That is not something you can teach; people have to learn to do it themselves."

One of the most important ways the students learn to make decisions is by undertaking real-life projects with outside companies. Over 50 companies a year ask the school to allow its students to study their problems and help make major decisions such as whether to diversify, set up new factories and so on.

All this creates an environment wholly unlike the traditional university department. At the London Business School, the *Financial Times* is more in evidence than scholarly journals, and it is this interrelationship with the business community which makes it essential, in Professor Ball's view, to safeguard the school's independence and autonomy.

Professor Bull wants his staff to be "visible", as adept at public relations as at scholarly study. "We don't always exist, as we do when they are being sought by business executives, all sorts of people here. It makes life very interesting, but also very hard."

plative in the area of educational leave is the failure to penetrate very far down the hierarchy. Nowhere would this be truer than in the case of migrant workers. Over 40 per cent of the labour force in manufacturing were then over 50 and caught in a rut as workers of different nationalities at the banks; and there are no-raise stories of the total failure to comprehend even their language-training needs, let alone the cultural problems involved.

A migrant right, such as exists in Sweden, to 240 hours language-training is nowhere near acceptance in Australia, though the need is far greater. Unions as well as management have been fiercely criticized for their complacency, but it could be that the migrant issue will force them to extend their conception of bargaining into new fields of a more social character.

It would be wrong to conclude without referring to the debate currently taking place on worker participation and the implications for education. TUTA, the same individual unions run courses on this topic, a Unit for Industrial Democracy exists in South Australia with direct access to the employer, and several government departments have concerned themselves with one or other of its several aspects.



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Jam today—or tomorrow?

The dilemma that now faces the Association of University Teachers over pay can be stated simply: at what stage should they accept the inevitable and settle for 10 per cent? The crumbling of the confrontation between the Government and the firemen and the decision by the National Union of Mineworkers' executive to keep to the 12 month rule means that the present precarious economic policy has been given an extended lease of life that will run until at least the spring.

For university teachers it means that what little prospect there was of twisting the Government's arm to use the anomaly to excuse a settlement outside the 10 per cent guideline has now entirely disappeared. But this is not the end of the matter. First, individual university teachers whose expectations of a more generous settlement have been raised by the A.U.T.'s campaign over the past three months may complain that the association's leaders, like the Grand Old Duke of York, have led them up to the top of the hill—and led them down again.

Second, and for more important, the terms on which the A.U.T. finally agrees to accept 10 per cent this year, and the time at which this inevitable concession is made, will almost certainly affect the structure and the scale of the increase in university teachers' pay next year. Here the A.U.T. is in a quandary. Should they behave "responsibly" and hope that their good manners will be rewarded next year? Or should they play a tougher game and demand payment about next year's settlement before they accept the 10 per cent?

There is something to be said for both courses of action. Some argue that university teachers should accept Mrs Williams' firm promise to rectify their anomaly as soon as income policy allows it and to take more constructive and less explicit nods and winks coming from other quarters. Above all, according to this line of argument, insist for more constructive use as a bargaining counter in less restrictive times and not allow it to be withheld

This is an untenable position. British higher education is not a private enterprise but a public service provided out of public resources. One solution to the dilemma created by the growing number of overseas students of higher education would be to "privatise" the sector, so far as they are concerned—that is, to charge them the full economic cost of such education. This approach has been rightly rejected.

But once higher education for the overseas student has been taken out of the marketplace, some alternative regime is required. It would plainly be wrong if half the places in medical schools were occupied by overseas students. Equally plainly it would be wrong if only 1 or 2 per cent of students in British universities were from overseas. Some balance must be struck.

In one sense the precise proportion of overseas students is a false issue, since the issue is the financial accountability of higher education. Until last year it had seemed that demands from home students had reached a plateau but universities do the same again and are committed to a fairly fast rate of expansion. As a result more students from overseas were asked in to make good any potential shortfall.

The question that both Government and higher education must now face is whether in the later 1980s and 1990s when home demand again becomes sluggish because of demographic decline universities and colleges should be allowed to do the same again and to continue on their familiar and unheroic performance words have not been used in this debate—either path, or should they be obliged to search out new demand for advanced education, or should they be allowed to underprivileged at home and seek a more democratic future.

Striking a proper balance

The Government may have some fairly crude ideas on what should be done about deciding the proper proportion of overseas students in universities and colleges. Unfortunately vice-chancellors of the National Union of Students seems to have no ideas at all on this fundamental question. In the land of the blind the one-eyed man is king, so the Government's policies prevail.

This is sad because these policies are both impracticable in terms of efficient administration and inconsistent to broader educational considerations. But it is not surprising. As no one in the institutions themselves, and to a lesser extent in the Department of Education and Science, will admit that a legitimate problem exists, let alone suggest a coherent solution, rough-and-ready solutions have to be manufactured elsewhere.

But the last people to have any right to criticise the quality or adequacy of the present arrangements for overseas students are those who have done most to produce this unsatisfactory state of affairs by refusing even to admit that any special arrangements needed to be made at all. This is not a criticism of the proslavery groups (including the NUS) who seek to protect the interests of overseas students, but of the university and polytechnic authorities who have done little but conceal a narrower self-interest beneath the broad folds of their altruism. They seem to have come perilously close to saying that they must be allowed absolute discretion over how many overseas students they admit, regardless of the financial implications or the effect on educational opportunity at home.

LETTERS TO THE EDITOR

AUT and Gould

Sir,—I am writing about the proposed current before the Association of University Teachers' Council concerning the Gould report. Professor Gould is alleged to have impugned the integrity of members of the AUT and launched a McCarthyite campaign.

On the contrary, he is the subject of a McCarthyite agitation to which the AUT and other bodies are being surreptitiously recruited. He has, after all, done no more than draw further attention to the notorious fact that even in the quiet 1970s there are substantial pockets of academics dedicated to the overthrow of the kind of pluralist society extant in Britain. He has also said that these academics present a skewed view of the world. In saying so much he has simply contributed to an entirely proper debate. After all, controversy on these issues is still allowed.

The Gould report is, of course, an example of a polemical genre long

Lay involvement

Sir,—In his article "Laymen and university government" (THESE, December 9) Dr Dolbringer casts aspersions on the British and continental systems of university government, and notes that one of the charges levelled at the former is the charge of "lay involvement". In deploying his arguments for and against lay involvement, he fails to mention the large part of the British experience, of course, Cambridge and her colleges are, and always have been, self-governing without lay representation, and the same is surely true of Oxford.

From time to time the state has intervened, formerly through the Crown and more recently through Parliament acting on the advice of a Royal Commission, but for seven centuries the principle has been that the university governs itself without lay representation according to statutes supplied, or at least approved, by the state.

The most recent Royal Commission on Oxford and Cambridge Universities (1922; Cmd 158) reported strongly against outside representation, and the resulting Cambridge statutes admit none. That may or may not be a good thing, but it is a substantial part of the British experience, and any commentator on this issue would be wise to consider the report of the Royal Commission and its accompanying papers.

Yours faithfully,
A. W. F. EDWARDS,
Girviho and Cairns College,
Cambridge.

Modernism

Sir,—There seems to be no pleasing Gabriel Jostovic, does there? The THESE gives me a whole centre page to discuss his excellent book and I praise his work lavishly (THESE, December 2). Thereupon, because I do not see eye to eye with him about everything in the world, he sends in an instant and testy letter complaining about how hard it is to get a proper hearing and how the record needs putting straight (THESE, December 9). He hopes such a way of carrying on won't be thought churlish.

Very often the greatest burden falls on those students who receive a great deal of support from government. Fully men returning to study after years in employment or young students from low-income families are education costs, but those whose families can comfortably raise a couple of thousand pounds in any one year.

Generalizations about university finances are all very well, but they ought not to be based on information from a few select students.

Yours faithfully,
ALEX MAIN,
Honorary president,
Students' Association,
Strathclyde University.

Science teaching

Sir,—You and the Association for Science Education are right to worry about the quality of science teaching in this country. Why do you always publicize the things which go wrong? (THESE, December 9.)

In this college we still train teachers of physics, not watered-down to physical science. We still have staff with years of school experience. We still find that the students who graduate in physics are graduates which include users in physics who get jobs in the teaching profession.

Of course there are problems, and of course there are changes, we now work much more closely with local teachers, with the ASE, and these changes benefit our students. Some of the problems are, of course, or see you too gloomy to believe that?

Yours faithfully,
BRIAN GANT,
College of St Mark and St John,
Plymouth.

Communication courses

Sir,—I was concerned to read in Simon Midgely's article about degrees in radio studies in (THESE, December 2) that "there are only six degrees courses in the country". In fact, Podgate College of Higher Education was one of the pioneer institutions in offering educational technology as a substantial part of an honours degree course over 10 years ago and has been offering it in media and communication, validated by the University of Manchester.

This course has a strong base of psychology and communication optics and programmed instructions. There is a substantial number of students on the course and we are at present interviewing for 1978 entry.

Yours faithfully,
R. HORDLEY,
Dean of resources,
Podgate College of Higher Education,
St Andrew,
Warrington,
Lancashire.

Costs and morale

Sir,—Max Boloff (THESE, December 2) says that our experience at Buckingham suggests there is an improvement in student morale when students are brought up against the true cost of their education.

Surely Professor Boloff is making his claim a mere handful of students? Our experience in Scotland is that student morale is related not to the "true" economic cost but to the "real" cost to a student and his family.

Thoughts of the most remarkable American critic



Dennis Welland reviews a collection of the letters of Edmund Wilson

Letters and records of writers of genius", Edmund Wilson told Flory Dell in 1952, "are one of the only ways we have of finding out how life was lived in any given time or place." Wilson's own letters give a first-hand impression of the intellectual life of American men of letters from the First World War to the 1970s, a picture, that is, of Wilson's career and of his private life. The deliberate exclusion of domestically personal letters distorts the collection in some respects while enhancing its homogeneity in others. The non-specialist cannot, for example, be sure which of his wives Wilson is married to on one time, but his literary friendships and his life on the American of the day are vividly documented.

For the little literature is much more prominently represented than politics. Not until 1929 does Wilson wonder whether the time hasn't arrived for intellectuals, etc. to identify themselves a little with the general life of the country". A year later he tells himself "going further and further to the left is the Communist in itself isn't all right, but that sort of thing in America seems even more real to real life than Catholicism does in England".

Wilson is convinced that Americans are "probably much better fitted than the Russians to handle the problems of socialism, once the idea had been introduced". Wilson's socialism finds its origins far more in international theory than in his Americanism, and his letters are concerned far more with the politics of socialism than with the politics of day-to-day life in America, with the possible future of his own life with the actuality of his present. He never loses sight of the importance of creative literature in shaping the social future.

Wilson's creativity explains in part the distrust of academic academics that is evident throughout his letters. One of the very few for whom he sustains respect was Christian Gauss, who had taught literature at Princeton: the tone of this correspondence differs sharply from that which he regularly has in writing to others, not least in that Gauss is a man from whom he constantly seeks advice and whom he rarely offers it.

Wilson's life did not attract Wilson but when, in 1938, he was asked to give a lecture on his own teaching, he does so with typical candour: "I have learned from experience that I'm no good as a lecturer in a regular way", and he offers instead to read a few articles. His references to his subsequent academic appointments are similarly equivocal and his sense of academics intensifies in a eulogistic manner when John Crowe Ransom for their university and of learned journals like the Kenyon Review. The public are bored with him, he suggests, because "he's fallen into the hands of the pedantic and limited school of poetry critics" and "nobody has really done him from the social and political point of view".

In 1927, deciding that John Jay Chapman was "one of the best writers and one of the most intelligent of his generation", he still criticizes him, though content to remain a little of an unrepentant admirer. Writing to Chapman he remarks: "I am sympathetic with your onslaughts on the scholars though I do think that in your first chapter you are a little too sweeping".

Wilson's attack in the late 1960s on the work of the late Editions of American Authors—"the same old, same old" which exhibit "the same old, same old academic discrimination that has come largely to dominate the academic field of American literature" is certainly intemperate. It was as clear as the day that from these letters that the attack was by a man disinterested (Wilson had unsuccessfully sought funding for a rival scheme) or impersonal, but it is not to deny the convictions and the courage that he brought to the task.

Wilson's own interest in literature as such and his discrimination are beyond question, but his method could be distinctly uncharitable. Planning "Alex's Castle", a chapter on Valéry, he asks his friend Cowley about some articles he had translated and says: "I suppose I ought really to read the whole of it".

A number of occasions he thanks Gauss and others for correcting his mistakes or saving him from errors. He is about Sacco and Vanzetti "because I am so interested in matters demanding research". Yet how many of us, far more zealous in research, could produce half a century's judgments as penetrating as Wilson's on the literature of the past, let alone on the creative writers of their own day?

Wilson on Literature and Politics, 1912-1972, by Dennis Welland, selected and edited by Elena Wilson, London: Routledge & Kegan Paul at £12.50.

logical with the occasional interspersing of later letters. It is in some ways, it can impede the beating of a letter remembered from the first reading, and the absence of a contents-list of the illustrations is similarly irritating.

As general editor of the Edmund Wilson papers, Leon Edel makes clear in a foreword that this volume is an interim publication pending the ultimate appearance of a more comprehensive, and presumably more systematic, collection. The early accessibility of these letters is welcome and their interest is indisputable. "It is queer to find one's own day before yesterday turning up as its literary history", Wilson ruminated in 1950, but these often bring the account closer to the present than even the day before yesterday.

To some people still living this must be an embarrassing Wilson, as they may have been to make available letters from Wilson to them, even when these letters contained criticism of them, they may have been less prepared to see in print the more outspoken adverse comments on them contained in letters to others.

The number and extent of such references should not be overstated, and, sharp though some of them are, they spring more usually from responsibility than from malice. "I have always been keenly aware", Wilson tells T. S. Matthews in 1960, "that literature demands not only all that one gives it but also all one can get other people to give it".

Behind the informal, spontaneous, and often asstringent tone of these letters lies a genuine but quite unselfish solicitude for his friends and for their writings. When he thinks they are falling short of their best he says so with a fairness that makes the praise that he bestows at other times the more valuable. Ideological sympathy with John Dos Passos, for example, does not prevent his censuring Dos Passos's characterization and the unrelieved gloom of his fictional world; he did it publicly in 1929 in "Dos Passos and the Social Revolution" and here he does it more fully but with equal candour to the author's face, and again constructively.

Dos Passos and John Peale Bishop consistently bring out the best in Wilson as a correspondent. The letters to Scott Fitzgerald, though good, are less remarkable. He is at his most genial with his women friends—Edna St Vincent Millay, Elfor Wylie, Louise Bogen, and Helen Muehnicke—but perhaps the most surprising series are the letters to Allen Tate.

Tate's Southernness, his academic affiliations, his connections with the Kenyon and the Seemtee, and ultimately his conversion to Catholicism all explain Wilson's reference to "our unusual loathing of one another's views". There are misunderstandings, tensions, reproaches, and overt dissent from some of Tate's critical judgments. "I am much more of a journalist than you", Wilson tells him, and taunts him about Ransom and the New Critics.

Tate's conversion provokes gibes that go beyond good-natured teasing and, uncharacteristically, beyond good taste, and Wilson's remarks about Tate to others are as often waspish. Yet, whatever their differences, they share the responsibilities of the men of letters in the modern world and a conscientious preoccupation with standards: it is this that makes them such valuable stimuli to each other.

Wilson's description of himself as a journalist reflects, of course, the extraordinarily eclectic range of his interests. By the 1960s he was complaining of the burden this imposed: "I am inundated with books and papers on psychoanalysis, the Bible, the Dead Sea scrolls, socialism, the American Indians, the Civil War, Snodgrass, Jewish history, the Symbolist movement in literature, the Soviet Union, and Hungary. I wish sometimes that I had been so unworldly". He was also wishing that reviewers would stop describing him as mallowing: from the letters it is quite clear that he was not.

From the letters Wilson emerges much as one expects: throughout this period his was one of the most independent, perceptive, and stimulating minds on the literary scene—"the moral and intellectual conscience of his generation", Daniel Aaron calls him at the end of his excellent introduction to the present volume.

The letters underline the essential Americanness of that conscience, and not only in Wilson's reiterated pride in being rooted to Cotton Mather. He believed, in the 1920s, that in another generation or two America would have completely taken over from Europe the intellectual leadership of the world, and his letters throughout these 60 years dwell lovingly on any support for this theory that he finds. His visits to Europe after the Second World War strengthen simultaneously this conviction and his irascibility at the non-American conviction and his cultural.

There is in his cosmopolitanism an insularity that approaches chauvinism, but his ridicule of Dos Passos's enthusiasm for Goldwater and Agnew restores the perspective. Behind what looks like prejudice, there is usually with Wilson an informed, rational, but deeply-held conviction. Neither his nor his influence ought to be underestimated.

The author is professor of American literature in the Department of American Studies, Manchester University.

BOOKS

Subtle Marxism and literary values

Marxism and Literature by Raymond Williams

Hardly anyone becomes a Marxist for primarily cultural or literary reasons...

Since of us who turned to the left in the 1930s because there seemed to other conceivable solutions...

He looks eagerly to straddle Marxist thought that represent subtle and more flexible thinking...

Ideas of the Frankfurt School and especially those of Walter Benjamin...

What all this adds up to is a curiously theoretical book. Williams is aware of this...

Sometimes it seems clear that he has particular critics in mind...

But perhaps this is an objection of an incorrigible British empiricist...

one would like to halt the argument in order to interrogate the author more closely...

He pushes on rapidly from here to discuss later definitions of "civilization" and "culture"...

But of course Williams is not primarily concerned with literary history...

In his chapter on literature Williams admits that he is not a functionalist...

and fundamentally compromised in this whole area, the status of Marxism itself...

It is at these points that we cry out for specific examples...

One of his clearest and most helpful chapters is that devoted to "hegemony"...

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James Joyce: The Citizen and the Artist by David Dalché

Peake Arnold, £9.95

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Professor Peake has read all the Joyce criticism (though he seems to have missed Hugh Kenner's...

Ulysses, however, and it is here that its scrupulous and sensitive... No critic of Ulysses can give any more than a partial account...

of experience", and yet seems unhappy with the degree of linguistic autonomy that Ulysses sometimes claims...

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Professor Peake has read all the Joyce criticism (though he seems to have missed Hugh Kenner's...

Ulysses, however, and it is here that its scrupulous and sensitive... No critic of Ulysses can give any more than a partial account...

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Reviewers

David Dalché is professor of English at Sussex University...

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RURAL SOCIETY

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The book contains much interesting detail. We see, for example, Zola's gauramazing (and revealing) concern with the operation of the digestive system...

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BOOKS

A tract against determinism

Persons: A Study in Philosophical Psychology
by Hazel Abelson
Macmillan, £8.95
ISBN 0 333 21413 3

Professor Abelson believes that normal human actions are uncaused occurrences in an otherwise deterministic world. First he argues that the psychological language we use to describe human action has features not possessed by the language we use to describe non-human happenings. Second he argues that causal explanation is inappropriate for explaining human behaviour. Finally, he offers a "mathematical proof" of the incoherence of determinism.

Abelson focuses attention on the following features of psychological discourse which, he argues, distinguish it from the language of physical science. In the first place, psychological predicates embody more than descriptions of human behaviour; they also embody evaluations of behaviour. Thus, for instance, a psychologist who writes the emotion of fear to a rat in a certain experiment must rely upon more than the rat's observable behaviour; he must in addition directly evaluate the stimuli impinging upon the rat as fearful. And such evaluation involves tacit references to the conventional standards which prevail in the psychologist's society. Next, psychological predicates have the feature that they can be applied to oneself without observation; I do not have to look at myself in the mirror to know that I am smiling. In the natural sciences by contrast, descriptions rest either directly or indirectly on intersubjective observation. Also, psychological language is inten-

tional in the sense that predicates like "believes" express intentional states of persons whose "objects" need not exist, as when someone says that they believe that there is a unicorn in Regent's Park Zoo. Abelson regards these three features of psychological language as providing grounds for supposing that the explanations we give of human actions are of a fundamentally different kind from causal explanations in the physical sciences. But it can be argued that nothing of interest follows from the point that psychological ascriptions involve reference to normative standards, since a case can be made for saying that whatever we say expresses a value of some sort; but this does not mean that what we say is not true or false. Nor is it obvious that the non-observational self-application of psychological predicates is incompatible with the claim that human behaviour can be explained causally; I am often prepared to withdraw my statements about my wants and beliefs in the face of evidence which is open to others. This suggests that privileged access does not preclude causal explanations. Abelson's third point is that the language we use to characterize human behaviour is intentional, is a component of the philosophy of mind. When we want to explain what an agent is doing we cite the agent's beliefs which make his action explicable. What needs to be shown is that reasons are not causes.

Roughly, to maintain that intentional human action is a causal phenomenon is to claim that the agent's action is caused by propositional attitudes (wants and beliefs) and that the explanation of why an agent did what he did is given when we cite those wants and beliefs

which caused his action. Abelson thinks that it is just a mistake to think that human actions are caused by anything. But his arguments against the causal theory are very weak and have been adequately dealt with in the literature on the theory of action. For example, he cites the logical connexion argument which tries to establish that the relations between the descriptions we offer of actions and the reasons we cite to explain those actions is such as to preclude a causal connexion of a Humean kind. Abelson's whole discussion of this question is obscure.

Many materialists support the compatibility of action discourse with physical-causal language by arguing for a body-mind identity theory according to which psychological predicates such as "is thinking about natural numbers" and more broadly, action predicates like "signing a contract" have the same extensions as certain predicates which pick out physical events in the brain, or other bodily movements. Abelson accepts that human actions are nothing over and above physical events described in psychological language, but suggests that to accept the identity theory commits one to the view that human behaviour is determined. Because he believes that determinism is false he argues that the identity theory is impossible. (It is a pity that Professor Abelson does not discuss Davidson's ingenious theory which distinguishes between the idea of an event being caused and the idea of an event being determined, and that the former notion makes essential reference to universal laws.) Abelson's "mathematical proof" of the impossibility of the identity theory runs as follows. He argues that the number of possible mental

states of a thinking organism is infinite, since there is no reason why any person who knows arithmetic cannot think of any particular number. And the set of natural numbers is a (denumerably) infinite set. Next he claims that the number of possible physical states of a thinking organism is necessarily finite. The ground given for this claim is that the usual candidates for physical states are firings of neurons in the cortex. Now if k is the number of neurons in the brain, then the number of neuron firings is 2 to the power of k , and since k is finite, so is 2 to the power of k . Therefore it is impossible to place the set of thoughts (both actual and potential) into one-to-one correspondence with the set of physical states. But this means that the identity theory must be false since every set can be placed in one-to-one correspondence with itself.

Few will be convinced by this argument. For one thing, it is possible to produce a denumerable infinity from a finite number of physical elements such as neurons, just as it is possible to produce a finite number of combinations, in which case we could (theoretically) establish a one-to-one correspondence between thoughts and physical states. Abelson fails to establish his claim that human agency lies outside the network of ordinary physical causation and his contention that the agent being determined, and not the former notion makes essential reference to universal laws.) Abelson's "mathematical proof" of the impossibility of the identity theory runs as follows. He argues that the number of possible mental

Roger Fellows

Zambia

A History of Zambia
by Andrew Roberts
Heinemann, £7.00
ISBN 0 433 94246 8

Anyone who doubts the validity of the usual account of the Second World War in Africa turns to Andrew Roberts' history of Zambia. In less than a whole span of time he covers the territory which in 1964 was the independent state of Zambia. A task of this magnitude is almost impossible for one scholar as Dr Roberts has done. He has carried out so much research that he has written successfully in this book a wide range of subjects. He has a sound basis of knowledge of the history of Zambia and of the young historians who have written about it.

Roberts goes into as much detail as his necessary research allows. He covers several other authors of modern Zambian history, his own country, his own day, and the reasons for the choice of this name of the state. One can understand "Northern Rhodesia" with its associations with Cecil Rhodes and South Africa, and "Zambia" with its African National Congress. But one's own day is not the only day of African nationalism. There are very small feelings indeed, contrasted with the great kinds of renders.

George Shepperson

Reactions

to physics

Paris

Yvonne Renouf
Claire Terlon

The first public event abroad to have short films (Super 8) shown in Paris. It consisted of a series of screenings of films in French and chemistry and on topics for degree work. The screenings were shown at the Council's headquarters in the presence of some 50 university teachers, producers and young historians into the room and Portiers.

Some of the questions we sought answers to were: how serious was the "language barrier"? Were there significant differences in subject matter taught, in presentation of techniques for example, or was the apparent lack of interest in film due simply to lack of information and opportunity to view?

Reactions to the films were varied and constructive. On the language problem, one participant wrote after the physics and chemistry programme that "The greatest criticism is that the films have English commentaries and our students do not understand English; the best of them only read it at the end of the film." If a paper is not given in English at an international congress, three quarters of the audience leaves the room.

On the other hand, the students assured us that they could, and should, follow the English—much of the attitude they were required to read was in English anyway. And two teachers of electronics present were actually looking for English films which would encourage correct usage of technical terminology in their subjects.

Density of commentary did not appear to make any difference to appreciation of a film like *Crystals of Liquid Drops* by Professor S. Hartland, formerly of Nottingham University. The British Film Institute makes use of film techniques to show phenomena which are difficult to describe directly—the filmed language itself becoming a method of investigation. However, some of the sections are too long where the producer has got carried away and are unlikely to appeal to students.

Despite the difficulties in comprehension created by the dry humour and rapid delivery of Professor J. F. Allen's commentary, his film *Superfluid Helium* was among the most appreciated. It contains exceptional sequences of some magnificently filmed experiments, conducted in very constrained conditions

and its completion would have been in the interests of scholars for ever. Unfortunately, important or unique enterprises do not always secure financial support. To begin with the Social Science Research Council helped, but it dropped out. In 1973, then University College provided support between 1973 and 1975 but finally dropped out too. For the last eight months of this time the college had worked in conjunction with the British Universities Film Council, an admirable body which has done more than any other group in the country both to use and to study film, but in 1975 it could not find the resources to finance its further continuation.

What it did do, instead, was to set up a working party to review the functions of the register and to advise on further development. The working party, which met just issued its report, identifies the main issues, sets out all the relevant findings, and identifies all the main problems and opportunities that exist.

Comprehensive sociology

The Ecology of the School
by J. Eggleston
Methuen, £3.50 and £1.60
ISBN 0 416 82900 7 and 82910 4

several American references the major share of text is given to the United Kingdom. This frequently on the topic draw heavily on the comparative studies of American communities and their elementary and high schools, and the student is not able to make inferences about similar aspects of the British educational environment.

Belluby's *The Sociology of Contemporary Schools* begins with the by now customary Government Health Warning: "The author writes within a Marxist framework, basically Marxist." Why Marxist is worn on the sleeve, when authors who are Christians, Conservatives, or Anglican supporters usually keep quiet about it, is difficult to fathom. In fact, the book is part of the fun, as well as an integral item of academic training, to rumble an author's beliefs. This advance warning is not only like telling you the author did it, but all the while fabric of society as we know it might well have been torn down by page 50.

As I read this book I was constantly trying to work out why it irritated me. Perhaps it was embarrassment that the traditional role of the academic as balanced commentator claiming, often fraudulently, a neutral value position and trying to appear fairly all sides of an argument is rudely abused by the unashamedly tendentious sociologist. Possibly, although I regard myself as left-wing, the spirit of the book is too far to the left for me. Much of what is covered in the book is interesting, especially the author's own study of three comprehensive schools, so there was no irritation at the scope. I think my disappointment was that the degree of political bias manifested in the book necessitates the author to alternative explanations and leads to uncritical stereotyping.

An example may illustrate this: the central function of the school in capitalist society is ideological rather than technical; it is to equip people to accept their roles, rather than to teach them skills; it is to socialise the future factory workers, white collar workers and professionals and managers by their personalities and attitudes, rather than to allocate these with the highest IQs to the

best paid and most important jobs" (p. 34). Aside from pointing out the wisdom of the last part of the statement I found the first part a funny insult to the 400,000 teachers in the country who are producing the front-line perpetrators of mischiefs, who, in reality, seek not to limit the horizons of their pupils. Statements such as "the investigation would be worthwhile" and "the cost of sending a child to school is not prohibitive" are not only dull but also more than a little irritating. The book is a good example of the value of the prospect of promulgation between two different and of selling British-produced films seemed

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Naturally, the first recommendation is resumption, and it is suggested that the register should include television (only down to 1967?) materials as well as film. Secondly, the model should be based on the National Register of Archives which deals with written archives. It should record all film and major strengths of all film and

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BUFC has 30th birthday

Patricia Santinelli

Next year the British Universities Film Council celebrates 30 years' promoting audio-visual media in higher education. This birthday will also mark its continued success as a catalyst and point of contact for numerous academics and institutions.

The BUFC is a unique body with no counterpart in Europe or overseas. It was set up in 1948 at the instigation of some Cambridge lecturers, with a grant from the British Film Institute, to serve as a representative body and forum in which to exchange views and experience about the use of film in all academic disciplines.

Its objectives are to promote the collection and dissemination of information, and suitable films for teaching and research and to cooperate with universities and similar bodies in other countries. Mrs Yvonne Renouf, director of BUFC, who is leaving after spending eight years at the council, says its role has not changed very much in the 30 years since its inception. "It is still serving the very special needs of teachers in this field, which commercial interests have remained unable to fulfil," she said.

However, the emphasis has altered. First it was on the arts and it did a great deal to foster the needs of historians. Then it was on science and now it is reverting back to the arts. For Elizabeth Oliver, deputy director of the council, it is to become its director, the main change has been the recognition of BUFC as a professional body. "It used to be a small coterie, now we are established and far more effective as a result." Today the council's membership is well over 100, encompassing all British Universities, several polytechnics and other organisations, as well as numerous overseas members. It is in this latter area that BUFC is particularly proud of its achievements. In 1973 its overseas membership was 111, now it covers Australia, Canada, New Zealand, Kuwait, Nigeria, Iran, Malaysia and Hongkong and Europe. This is particularly reflected in subscriptions

to the newsletter, 53 per cent of which come from overseas. Yvonne Renouf believes that this growth is because England is one of the few Western countries where experience in educational technology has been widespread in higher education. The council has been recognised as a point of contact for foreign teachers.

"There is still no single organisation able to undertake the necessary dissemination of information on an international basis", Mrs Renouf said. This is why the council with its representative membership structure was well placed to fill part of the gap by helping to create a network of overseas associates who could contribute to the flow of information through the council's publications.

Moreover, lecturers and producers in this country are anxious to learn from colleagues abroad of new techniques being developed in such places as the Institute for Scientific Film in Göttingen. For the first time last month academics had just such an opportunity when the BUFC held its first screening of films abroad (in Paris) where they showed a collection of films in physics, biology and chemistry. These are already plans to follow this up by screenings in Holland and in Spain.

However, the growth of contacts abroad, fostered as it was by the small but multilingual staff of the council, has not overshadowed its other achievements. One of these was the creation of the Higher Education Film Library. Its collection of 350 films, added to at the rate of 18 to 20 a year, covers virtually every academic subject from law to computer science. Videotapes are to be added to the library but at the moment the format and grouping of materials to be chosen remains a problem.

Much has also been achieved by setting up film and videotape screenings which have now become regular events. These have covered biology, medicine, physics, engineering, history and, last month, biochemistry. This last differed from other occasions in that materials were not only introduced by their makers but were also discussed in a special session at the end of the day. Next year a single subject screening in archaeology is to be held at Birmingham University in conjunction with the Council for British Archaeology.

A completely new move is also being planned by the BUFC when it finally settles in new premises at the British Film Institute. It hopes to establish an Audio-Visual Reference Centre where academics and producers will be able to preview material produced in institutions of higher education free of charge. The BUFC, however, is not complacent about any of its projects; it still believes there is a great deal to do.

Soviet elites

Soviet Political Elites
by J. Hill
Martin Robertson, £10.00
ISBN 0 8520 172 X

I do not suppose that many people have heard of Tiraspol. It is a town of about 100,000 inhabitants on the eastern bank of Dniestr, in what is now Soviet Moldavia. In its way it must be fairly typical of smallish provincial towns. Dr Hill, while spending the 1967-1968 academic year in Moldavia, decided that Tiraspol was as good a place as any to study Soviet small-town politics, and decided to investigate the local "political elite". The author attempted to obtain information from some local officials, but found their utterances of only marginal value. So he was obliged to retire, in scholarly fashion, to a local library.

This book, for this reason, is limited in scope. It is, in the main, an analysis of the membership of the local Soviet Party and town executive committees, according to age, sex, occupation, etc. Some problems of turnover, function and relations with other bodies are reviewed on the basis of official reports. There is a shrewd expansion of the interesting instances of overlapping powers. For this information does not really provide sufficient basis for a thorough analysis. I am not sure whether more than a handful of people in the place could reasonably be called elite only. The real elites of Soviet politics—at the local as well as at national level—can surely be found mainly in confidential circulars, telephoned instructions, and intricate political influence emanating from the town's first secretary, or his superiors.

The book is best thought of as a good example of what can, and what cannot, be ascertained about local politics by going to the Soviet Union and asking.

Mervyn Matthews

Theory and Society

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